For Reference
Not to be taken from this room

COLLEGE LIBRARY



of St. Thomas of Villanova

Villanova, Pa.

This volume was presented by

.....

Date ..... No. 2

Case 9 Shelf 8

VILLANOVA UNIVERSITY

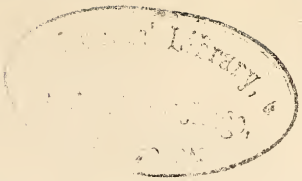
Villanova, Pennsylvania

FALVEY MEMORIAL LIBRARY



Class 111 .A3 1872

Accession 27352





REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

NO LONGER PROPERTY OF
FALVEY MEMORIAL LIBRARY

THE YEAR 1872.

NATIONAL LIBRARY OF EDUCATION
U.S. DEPARTMENT OF EDUCATION
MAR 2 3 2013
400 MARYLAND AVENUE S.W.
WASHINGTON, D.C. 20202

WASHINGTON:
GOVERNMENT PRINTING OFFICE,
1873

SAN DIEGO CHRISTIAN COLLEGE LIBRARY

L
111
.A3
1872

CONTENTS.

	Page.
REPORT OF THE COMMISSIONER OF EDUCATION	i-lxxxviii
APPENDIX	1-997
Abstracts of the official reports of school officers of States, Territories, and cities, with other additional information	3-404
General condition of education among the Indians	405-418
Educational conventions and institutes	419-429
Education of the deaf and dumb	430-432
Education of the blind	433-436
Annual review of education in foreign countries	437-564
SPECIAL ARTICLES	565-607
Education in the Hawaiian Islands	567-571
The value of common-school education to common labor	572-585
The relation between crime and education	586-595
The relation between education and pauperism	596-602
Suggestions respecting art-training in American colleges	603-607
EDUCATIONAL STATISTICS FOR THE YEAR 1872	608-940
Table I. The enrollment, attendance, number, and duration of schools in the several States and Territories	608-609
II. The income, expenditure, and school-fund of the several States and Territories	610-613
III. School statistics of cities in the Union	614-698
IV. Normal schools	699-710
V. Commercial and business colleges	711-715
VI. Institutions for secondary instruction	716-760
VII. Summary of examinations for admission into the United States Military and Naval Academies	761
VIII. Colleges in the United States	762-791
IX. Female colleges	792-801
X. Agricultural and scientific schools	802-809
XI. Theological seminaries	810-813
XII. Law schools	814-815
XIII. Medical, dental, and pharmaceutical schools	816-819
XIV. Principal libraries in the United States	820-871
Consolidated list of libraries	872-887
XV. Museums	888-893
XVI. Educational benefactions	894-909
XVII. Institutions for the blind	910, 911
XVIII. Institutions for the deaf and dumb	912-915
XIX. Penitentiaries and jails	916, 917
XX. Reformatory statistics	918-920
XXI. Orphan asylums	921-926
XXII. Patents for school furniture, &c	927, 928
XXIII. Educational publications	929-940
STATISTICS DERIVED FROM THE CENSUS OF 1870	941-997
A. Area and population of the States and Territories	942, 943
B. Special nativity and wealth of the population	944, 945

27352

	Page.
C. Number and sex of minors	946–955
D. Number, age, and sex of illiterates	956–959
E. Percentages of the illiterate to the total population	960–963
F. Educational institutions, public and private	964–982
G. Libraries, public and private	983–986
H. Periodicals of all classes	987–994
I Persons in the learned professions, &c.	995
K. Paupers and criminals	996, 997
INDEX TO REPORT AND ACCOMPANYING PAPERS	999–1018

REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November 15, 1872.

SIR: I have the honor to submit my third annual report:

The work of this Bureau during the year has been of extreme interest. However clearly its duties were defined in the minds of the eminent educators and statesmen who coöperated in its establishment, there were many teachers, and even school-officers, as well as citizens of the country, who waited to see an illustration of its work before giving it their approval, or making use of its facilities. The increased interest in the office, in the past year's experience, has been largely due to the increase in the number who have come to understand the place which the Bureau of Education seeks to occupy among the educational forces of the country; and to understand how it can and should do just what can be done nowhere else, and this, too, without interfering with, but greatly aiding, the other efficient educational forces.

Rigorously limiting all that it undertakes to do by the law under which it is established, it is found that, according as its duties are faithfully and efficiently administered, they touch every spring in the welfare of the public, every interest of each individual in the nation.*

The inquiries coming here this year are specially gratifying. They give greater assurance than ever that the thought of the country is turning more and more to those subjects most essential to the preservation of our liberties and the elevation of our individual and national character.

CHANGES IN NATIONAL INQUIRIES.

The supremacy of nations has long been determined by their power to win in the shock of battle. All efforts to ascertain national statistics were, therefore, formerly determined by this view. They counted only the material of war. Our fathers even, as will be seen by the censuses taken by the Colonies, only report (as for instance in the Massachusetts census of 1765) the number of dwelling-houses and families, number and sex of white persons, negroes, and Indians, distinguishing in the case

* The general and special work of the office, as defined in the law, is: *First*, "To collect such statistics and facts as shall show the condition and progress of education in the several States and Territories:" *Secondly*, "To diffuse such information respecting the organization and management of schools and 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."

of the whites the number of each sex, and the number above and below sixteen years of age.

But if the supremacy of nations is to be determined by any other test, the inquiry in regard to statistics must be turned in that direction; and in proportion as nations have advanced in civilization, it will be seen that they have been taking into the account of their strength those facts and conditions which test intellectual power, moral power, commercial and industrial power.

Figures, however dry, are now called for in every department of inquiry relating to the material indications of human progress. No statesman can exclude them from his consideration.

In 1840 the United States, for the first time, in taking the census, recognized facts bearing upon the intelligence of the people. The progress toward this step is well deserving careful study. Going back to the passage of that colonial law in New England which required the selectmen of the town to know the facts in regard to the instruction of children, and to enforce attention to them, it will be noted how, in addition to the care of the town-officers over the subject, it became necessary to call in the coöperation of the chief authority of the colony.

As the Colonies became States, and States multiplied, it will be noticed that the mere passage of a law by the State, providing the manner in which the local communities could act for the education of their children, proved insufficient; that it was found necessary for the State to take some observation of the manner in which the communities administered the law; in other words, that school statistics should be gathered. This action, increasing and extending itself from 1825, received a special impulse from the revival of education between that date and 1840, when it culminated in demanding that the nation should in its census take some cognizance of these facts, so primary and essential in every adequate account of its forces.

But however much could be made out of the census in this particular, it was taken only once in ten years; and the conviction grew on the part of educators that more frequent observations, and a summary of this class of facts, as occurring throughout the country, were absolutely necessary to a proper knowledge of their duties as educators, and the establishment of this Bureau naturally followed.

Few things, if any, in the census are more perplexing to its Superintendent than educational statistics. Indeed, nothing can describe either the confusion in which these statistics were found when the work of their annual generalization was undertaken in this office, or the perplexity connected with any statement of them which should be useful in guiding the educational affairs of the country.

It will be seen by those who take up this report for the purpose of studying its statistics that we have endeavored to use all the trustworthy sources of information within our reach. First, we have drawn upon the census; secondly, we have masses of statistics reported directly to this office from

institutions of learning, and State and city systems of instruction. But as any one undertakes this labor, he is at once met with the inquiries: What shall I aim to ascertain? What principles of subdivision and arrangement shall I adopt to secure my object? Looking over the entire field, he finds apparently little to aid and guide him; he observes that the educational statistics in few countries are satisfactory, and that, with all their differences, as compared with the United States, he has to exercise the most careful discrimination in adopting methods and principles for application in this country. He reflects that if the statesman takes up the figures thus presented, he will inquire chiefly for the great generalizations of the facts in regard to intelligence, which show its relation to the questions in political economy, which establish its power to increase the production of wealth—generalizations which show how culture of mind and character affects all the elements of progress that a nation can bring to its aid in overcoming the obstacles in the way of its advancement, whether within itself or thrown in its path by nations around. He reflects, too, that while the educator, the teacher, or school officer, may find the same generalizations of great value in enforcing the obligations of the community to education, and in determining the amount which each shall do in this direction, there must be included for their purposes all those details which go to determine the fitness of methods, the construction of buildings, the choice of furniture, the sources of taxation, and the minutiæ of organization, instruction, and discipline.

EDUCATIONAL STATISTICS.

It should be observed also that those who are interested in this examnation of the entire relations of the questions of education to the public welfare can not be limited to those classes of persons who are chosen to make laws, either in the national, State, or municipal councils, or who are selected to administer the laws or to adjudicate cases under them. These questions have a direct interest for every citizen, whatever his rank or position or occupation, and he has a direct responsibility in reference to their solution. Every dollar of property in a city or State, or in the nation, is interested in the burdens to be imposed upon it by way of taxation for the support of pauperism, for the punishment of crime, and for the correction of the manifold evils which are the sources of these burdens. Every dollar of value, therefore, is interested in the education of the people, as the great and almost the only process of prevention in the power of civil government to employ, to reduce the expenses resulting from crime and pauperism, as well as other and numerous evils, which are avoided or diminished by the universal application of intelligence and virtue on the part of our citizens. It should be recognized as a fact, therefore, that every citizen, whether as an owner of property, or solely on account of his rights and immunities as a citizen, is deeply concerned in striking the balance between the benefits

of education and the evils of ignorance and vice in his city, in his State, in the nation.

And when we have a record of these considerations, which should command the profoundest attention of the statesman and the patriot, we are dealing with the same principles of political economy which must be apprehended by the humblest citizen as the guide of his conduct.

Each is alike interested in the question whether the nation is growing better or worse, whether property is increasing or diminishing, whether life is shorter or longer, and whether he himself is contributing to the one result or the other. And when this circle of inquiries has been traversed, should it be found that all questions of method and forms of government, of expediency in political economy, and all solutions of problems of civil government, come together and are determined by the methods adopted in the instruction and training of the young, and the extent and faithfulness of their application, of what supreme and primary importance will the universal voice of mankind pronounce all inquiries into educational statistics?

Moreover, as the American citizen contemplates the movements among the nations of the earth, and recognizes the changes that are entering into the conditions which determine national progress, he cannot fail to rejoice in seeing the greater and greater extent to which the fundamental ideas of his own Government are having weight among the peoples of the earth. He sees all the oppressions of tyranny and caste yielding to the alembic of enlightened reason; he sees imperial, royal, and aristocratic councils stooping to consider the quality of men as a factor in the problems of political economy; he observes in all civilized countries mere physical force going down before brain-power and moral power; that reason and truth and right are showing their influence in proportion as light is shed among communities and nations; that changes in science and intelligence are followed by corresponding changes, even in the appeal to arms. The warrior, in measuring his foe, the merchant in trusting his correspondent, the mechanic or artist in looking at his competitor, and the capitalist in considering the value of the laborer, must estimate the other's intelligence and training.

Unfortunately, we have no tests entirely satisfactory; those of reading, writing, or both, only having so far been generally applied. But all facts showing the opportunities for education, and the extent to which they are improved, have their value; and for the United States, year by year, the reports of this office are reaching more nearly to satisfactory results. Slowly, according to the inadequate means furnished us, and impeded by the chaotic condition of statistics and reports out of which correct conclusions are to be reached, we are coming into possession of that knowledge which may be a fair test of our capacity as a nation, and the methods by which our excellence and greatness may be increased and the welfare of our people promoted.

By the courtesy of General Francis A. Walker, Superintendent of the Ninth Census, and his assistants, it was made possible to include in the report of this office for the year 1871 some of the lessons of the census of 1870 most important to educators. By the delay of the present report we are able to use the completed results of that census, the elimination of the educational items having required a great amount of labor. The main facts thus brought out in relation to the entire country will be found in ten tables among the accompanying documents.

LESSONS OF THE CENSUS.

From the census we ascertain for each State and Territory the number of its square miles; its population; their nativity, race, sex, and parentage; its total valuation of property and the average of individual wealth; the number of illiterates between certain ages, and the percentage of illiterates to the population of corresponding ages; the number of universities, colleges, schools of theology, law, medicine, science, art, agriculture, and music; schools for the blind, the deaf and dumb, and idiots; schools of mining and of technology; private schools, normal schools, and public schools of all classes, with the number of professors and instructors, and the amount and sources of income for each class; the libraries and number of volumes; the number of periodicals of all classes, illustrated, political, religious, &c.; the number of persons pursuing some one of the various learned professions; the number of paupers and the number of criminals. And still further, to aid in the use of the materials of the census, a summary of the leading items bearing on education is given in the abstract of material from each State, hoping thus to add something, if possible, to the effect of its educational lessons, which it is difficult for the different State educational officers to work out for their own use.

In Table A, from the census of 1870, in the appendix to this report, we have the area, the number, nativity, race, and sex of the population, and the number of inhabitants to the square mile. The following are the numbers for the whole country:

Area in square miles	3,603,884
Total population	38,558,371
Population to the square mile	10.70
Number of native males	16,486,622
Number of native females	16,504,520
Total number of native inhabitants	32,991,142
Number of foreign males	3,006,943
Number of foreign females	2,560,286
Total number of foreign inhabitants	5,567,229
Number of white males	17,029,088
Number of white females	16,560,289
Total number of white inhabitants	33,589,377
Number of colored (unmixed) males	2,115,380
Number of colored (unmixed) females	2,180,580
Total number of unmixed colored inhabitants	4,295,960
Number of mulatto males	277,896

tain the number who are able, through reading and writing, to exchange information with others for the guidance of their conduct. How many of the remaining 68.53 per cent. of our entire population who can read and write have any instruction in reckoning, or know anything of the grammar of our language, or the history or geography of our country, or how many have completed the course in our high schools and academies, or how many have received a collegiate or professional education, we can not tell as yet.*

The relation of ignorance to poverty, or of intelligence to wealth, is so impressively set forth by two colored maps published in the census, that I have obtained permission from General Walker to include them in the appendix of this report, for the benefit of the educators of the country.

TABLE I FROM THE CENSUS.

The total number of persons in the United States pursuing various

* J. C. Welling, LL. D., president of Columbian College, D. C., in attempting to ascertain the number of college graduates in the Congress of the United States, presents the following interesting results, (Proceedings National Baptist Educational Convention 1872, p. 194.)

It is proposed to take the last three Congresses of the United States, and to estimate the degree in which even a nominally educated mind may be said to have pervaded their deliberations.

The following statistics are consolidated from Dr. Welling's text:

	40th Congress.			41st Congress.			42d Congress.		
	Senate.	H. Rep.	Both.	Senate.	H. Rep.	Both.	Senate.	H. Rep.	Both.
Total number of members	53	188	241	72	239	311	74	243	317
Number of college graduates	25	61	86	33	75	108	34	77	111
Per cent. of college graduates	47	32	31	46	31	34	46	31	35
Number of Harvard graduates	1	0	1	2	2	4	2	1	3
Number of Yale graduates	1	6	7	1	5	6	1	8	9
Number of Princeton graduates	0	4	4	2	5	7	3	1	4
Total of these three colleges	2	10	12	5	12	17	6	10	16

According to her triennial catalogue of the year 1868, Yale College had at that time 3,645 living alumni. According to her triennial catalogue of 1869, Harvard College then had 2,977 living alumni. According to her triennial catalogue of 1869, Princeton College then had 2,446 living alumni. The average ratios of Harvard, Yale, and Princeton graduates in Congress to the total number of living graduates belonging respectively to those colleges at the dates of 1866, 1868, and 1870, when elections were held for members of the popular branch of Congress, are as follows: Yale, 1.508; Harvard 1.145; Princeton, 1.506.

President Welling does not enter into a discussion of the relation of the educated classes to our civil service except in Congress. In reference to the naval and military service, it will be noted that the officers of the Army and Navy, respectively, are expected to be drawn from the graduates of the Military and Naval Academies.

learned, professional, or artistic occupations, according to the census of 1870, is 316,638, there being in—

Alabama	5,403	Missouri	14,662
Arkansas	2,999	Nebraska	1,142
California	6,342	Nevada	475
Connecticut	5,740	New Hampshire	3,939
Delaware	842	New Jersey	7,642
Florida	899	New York	46,322
Georgia	5,952	North Carolina	4,630
Illinois	22,671	Ohio	25,742
Indiana	13,439	Oregon	1,086
Iowa	12,022	Pennsylvania	27,082
Kansas	3,951	Rhode Island	2,025
Kentucky	8,845	South Carolina	3,005
Louisiana	4,108	Tennessee	7,325
Maine	7,079	Texas	5,787
Maryland	5,841	Vermont	3,444
Massachusetts	15,945	Virginia	7,389
Michigan	10,507	West Virginia	2,554
Minnesota	3,625	Wisconsin	7,915
Mississippi	4,662	The Territories	3,600

TABLE F FROM THE CENSUS.

Educational institutions and schools, as such, including all grades from the elementary to the superior and special, professional and technical, must do their work exclusively upon the population from 5 to 24 years of age, inclusive. How much these institutions are doing, and at what expense; for how many students, male and female; by how many instructors, male and female, will appear in the following summary of Census Table F:

Classes of institutions.	Number of institutions.	Income.			
		From endowment.	From taxation and public funds.	From other sources, including tuition.	Total.
Colleges	507	$2,275,967	$582,265	$4,248,143	$7,106,375
Academies	1,518	206,885	211,589	4,800,132	5,218,606
Schools of law	26	11,127	8,957	108,164	128,248
Schools of medicine	65	44,672	42,870	693,126	780,668
Schools of theology	92	558,900	1,477	469,489	1,059,866
Schools of agriculture and science	16	93,177	199,722	99,988	392,887
Commercial schools	134	23,575	1,192	783,216	807,983
Schools of art and music	100	.....	3,000	408,331	411,331
Blind asylums	21	9,192	400,779	33,154	443,125
Deaf and dumb asylums	33	51,091	708,023	113,151	872,265
Asylums for idiots	7	.....	151,139	31,915	183,054
Schools of dentistry	3	.....	.....	23,600	23,600
Schools of mining	3	2,600	2,000	43,290	47,890
Other technical schools	20	48,817	7,237	143,955	200,009
Other private schools	14,025	163,249	570,282	12,962,615	13,696,146
Normal schools	120	15,306	300,980	231,108	547,394
Other public schools	124,939	129,227	58,554,527	4,799,525	63,483,279
Schools of all classes	141,629	3,663,785	61,746,039	29,992,902	95,402,726

Classes of institutions.	Instructors.			Students.		
	Male.	Female.	Total.	Male.	Female.	Total.
Colleges	2,973	929	3,902	49,692	24,152	73,844
Academies	2,598	3,592	6,190	59,741	69,663	129,404
Schools of law	78	.....	78	1,667	6	1,673
Schools of medicine	590	9	599	6,609	137	6,746
Schools of theology	357	.....	357	4,045	50	4,095
Schools of agriculture	140	9	149	1,573	217	1,790
Commercial schools	453	25	478	17,472	1,691	19,163
Schools of art and music	202	238	440	2,743	7,755	10,498
Blind asylums	66	81	147	710	693	1,403
Deaf and dumb asylums	141	91	232	1,989	1,563	3,552
Asylums for idiots	2	26	28	374	312	686
Schools of dentistry	22	.....	22	170	.....	170
Schools of mining	30	.....	30	114	.....	114
Other technical schools	114	1	115	1,911	141	2,052
Other private schools	11,389	13,688	25,077	353,134	373,554	726,688
Normal schools	245	337	582	7,533	11,059	18,592
Other public schools	73,929	108,687	182,616	112,519	3,096,949	6,209,468
Schools of all classes	93,329	127,713	221,042	3,621,996	3,587,942	7,209,938

It will be seen that out of the 17,389,784 persons between 5 and 24, inclusive, there were under instruction for that year, according to the census, 7,209,838, or over one-third. But the number over 21 who were under instruction must be very limited, perhaps not enough to affect the general result by any appreciable percentage. The population between 5 and 20, inclusive, numbers 14,507,658, or a little more than double the entire number reported in all the institutions of learning.

The total wealth of the country was $30,068,518,507; the total income of, and we may safely say the total expenditure for, schools was $95,402,726.

TABLE G FROM THE CENSUS.

What is accomplished through the various activities of the country, outside of the schools, to promote the increase of individual and general intelligence we can not ascertain. But the census gives us interesting information in regard to the aid extended to culture through the newspaper press and libraries. From the seventh of the accompanying tables, drawn from the census, we learn the following particulars in regard to libraries:

Total number of libraries, public and private	164,815
Total number of volumes in same	45,528,938
Number of private libraries	108,800
Number of volumes in private libraries	26,072,420
Number of libraries other than private	56,015
Number of volumes in same	19,456,518

Of these libraries "other than private" there belonged—

To the General Government	15—with	305,185 volumes.
To State and territorial governments	53—with	653,915 volumes.

To cities, towns, &c	1,101—with	1,237,430 volumes.
To courts, &c	1,073—with	425,782 volumes.
To colleges, academies, &c	14,375—with	3,598,537 volumes.
To churches and Sabbath-schools	38,058—with	9,981,068 volumes.
To historical, literary, and scientific societies	47—with	590,002 volumes.
To charitable and penal institutions	9—with	13,890 volumes.
To benevolent and secret associations	43—with	114,581 volumes.
To circulating libraries	1,241—with	2,536,128 volumes.

TABLE H FROM THE CENSUS.

From the eighth of the same tables we learn the following facts in relation to newspapers and periodicals:

Number of all classes		5,871
Number of daily	574	
Number of tri-weekly	107	
Number of semi-weekly	115	
Number of weekly	4,295	
Number of bi-weekly	96	
Number of monthly	622	
Number of bi-monthly	13	
Number of quarterly	49	
Technical and professional		207
Daily	3	
Weekly	40	
Semi-monthly	11	
Monthly	130	
Bi-monthly	7	
Quarterly	16	
Illustrated, literary, and miscellaneous		503
Weekly	303	
Monthly	158	
Other	42	
Political		4,333
Daily	553	
Tri-weekly	101	
Semi-weekly	100	
Weekly	3,565	
Other	14	
Religious		407
Weekly	208	
Semi-weekly	40	
Monthly	141	
Other	18	
Advertising, 79; agricultural and horticultural, 93; benevolent and secret societies, 81; commercial and financial, 142; nationality, 20; sporting, 6		421

TABLE J FROM THE CENSUS.

Table J from the census shows that the whole number of paupers supported during the year ended May 31, 1870, was 116,102, at a cost of $10,930,429. The actual numbers supported at the date of taking the census were 22,798 foreign, 44,539 white natives, and 9,400 colored natives, or 76,737 in all.

The number of criminals reported in prison June 1, 1870, was, of foreign nativity, 8,728; native white, 16,117; native colored, 8,056, making a total of 32,901, while the whole number convicted during the year ending on the same date was 36,562.

FACTS FROM STATISTICS COLLECTED BY THIS BUREAU.

It should be kept in mind, in any comparison made on the basis of this report, that the material in it drawn from the census relates to the year 1870, and that the facts in the tables prepared from the material collected by this office are brought down to the latest date possible, and inserted in the report as it goes through the hands of the printer. As a rule, these facts are furnished to us by the officers in charge of institutions or systems, and reported in answer to inquiries sent out from this office. They are, therefore, at least two years later than those of the census, and, as a rule, more recent than the material presented under abstracts of information from States; and, as a whole, they afford a more complete summary of facts for the investigation of education in the United States than any previous collection of this character.

So far the office has sought to come into an acquaintance with all the different classes of educational institutions, and to bring these institutions into an acquaintance with each other, and to present with regard to each as many important items as might be necessary for the basis of a correct judgment, and possible in generalizations comprehending so many details. Holding up steadily the three great subdivisions of instruction, as respects grade—elementary, secondary, and superior—the office has left the respective institutions to place themselves. The endeavor has been to make the tables as flexible as possible, and to seek on a few most essential points a nomenclature under which the largest number of facts possible could be generalized; and, wherever necessary, by notes and otherwise, to allow special statements and explanations. Yet, with all this capacity for variable statement, many institutions will find it difficult to bring themselves into any direct comparison with others. I can not doubt, however, the utility of these investigations; and I am happy to observe the unanimity of feeling upon this point among those interested in giving a more solid foundation to our educational theories.

Probably there is no one, whether an officer of a college, or the administrator of a school system, who attempts to study these subjects, who is not surprised at the lack of records.*

---

* For instance: The president of a new college is called upon to decide whether the college shall erect and control dormitories, or leave them to private enterprise; and on looking around he can find only three or four recorded opinions to assist him, notwithstanding there are behind us in this country nearly two and a half centuries of experience on this point.

It is worth while to note what some of the college presidents have just now to say upon the subject, in answer to a letter of inquiry from this office.

President Eliot, of Harvard University, says: "Dormitories are a simple necessity for us; without them our students could not get rooms at reasonable prices. We have built four new ones within three years."

TABLE I.

A glance at Table I will show the condition of the account which the respective States are able to give of the children of school age. It reveals the points of superiority and the deficiencies in the different State systems of instruction.

The total school population of the 34 States reporting was 12,740,751; that of the 7 Territories being 88,097; and the grand total 12,828,847. The enrollment in the 34 States reporting was 7,327,415; in the 7 Territories, 52,241; total, 7,379,656. The average attendance in the 28 States reporting was 4,081,569; in 4 Territories, 28,956; total, 4,110,525. The number not registered in the 34 States reporting was 4,569,127; in 6 Territories, 39,676; total, 4,608,803.

The number attending private elementary shools in the 18 States reporting in full was 356,691; in 5 Territories, 7,592; total, 364,283. The number of teachers reported in 33 States was 216,062; in 7 Territories, 1,177; total, 217,239.

In the column of school ages it appears that from 6 to 21 is the legal school age in Illinois, Indiana, Louisiana, North Carolina, Pennsylva-

---

President Barnard, of Columbia College, New York, says: "I wrote strongly, nearly twenty years ago, against the 'dormitory system,' as it is called, for colleges. Having tried the other system since, I am not now so strong as I was then in the views I put forth."

Dartmouth College provides dormitories as far as possible for her students, and President Smith favors this course for the following reasons: "1. Students are not subject to the exorbitant rents demanded by private individuals. 2. Rooming in college-buildings facilitates a proper supervision of the students. 3. It favors a proper *esprit de corps* and tends to the creation of a literary atmosphere. 4. The *college life*, properly so called, becomes more distinctive and more intense."

Bowdoin College, Maine, has three such buildings, and the erection of a fourth is contemplated. President Chamberlain is decidedly in favor of the system.

President Chadbourne, of Williams College, Massachusetts, thus states the change in his views upon the subject: "I formerly held to the opinion that it would be better for the students to be distributed among the people of the town; but careful observation for some years in this college, and in the University of Wisconsin, has convinced me that the students rooming in the college-buildings do better in all respects than those who room in town in buildings over which the college can have no control."

President Brown, of Hamilton College, New York, thinks that "though dormitories are in some respects an evil, and an expensive addition to the apparatus of a college, yet for a *college in the country* they are a necessity."

President Anderson, of Rochester University, New York, as the result of twenty years' experience, expresses the opinion that "dormitories are on the whole not desirable."

Repeated inquiries have failed to discover any books or documents containing a thorough discussion of this question to the present date. The late Dr. Bethune, in an address delivered at Yale College, criticised very severely the dormitory system, denouncing it as barbarous. Dr. Wayland, some years ago, published a little book on colleges, in which he declared against the dormitory system. President Porter, of Yale College, briefly touches upon the subject in his book on American Colleges; and President Barnard, of Columbia College, in his "Letters on College Government," discusses the question. This appears to be the sum of the literature relating to this subject.

nia, West Virginia, and Arizona; from 6 to 20 in Kentucky; 6 to 18 in Nevada and Texas; 6 to 17 in the District of Columbia; 6 to 16 in South Carolina; 5 to 21 in 13 States and 3 Territories, namely, Alabama, Arkansas, Delaware, Georgia, Iowa, Kansas, Minnesota, Mississippi, Missouri, Nebraska, New York, Ohio, Virginia, Colorado, Dakota, and Idaho; from 5 to 20 in Maryland, Michigan, and Vermont; 5 to 18 in New Jersey; 5 to 15 in California and Massachusetts; 4 to 21 in Florida, Maine, New Hampshire, and Washington Territory; 4 to 20 in Oregon and Wisconsin; and 4 to 16 in Connecticut and Utah; Rhode Island admits all children below 15 years of age.

It will be seen that Alabama, Connecticut, Florida, Georgia, Illinois, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, West Virginia, Arizona, Montana, New Mexico, Washington, Wyoming, and Indian Territory did not give the sex of the school population. Kentucky, Oregon, Tennessee, Arizona, Montana, New Mexico, and Wyoming can not tell the number of children enrolled in schools.

Arkansas, Delaware, Florida, Nebraska, North Carolina, Tennessee, Vermont, Wisconsin, Dakota, Idaho, Montana, New Mexico, Washington, Wyoming, and Indian Territory can not give the average attendance; and the number registered, the average absence of the enrolled, and the average total absence in these States can not be given.

The number of schools and school districts is not reported in California, Tennessee, Arizona, New Mexico, and Wyoming. The number of pupils in private elementary schools is not reported in Alabama, Arkansas, Delaware, Florida, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Missouri, New Hampshire, North Carolina, Oregon, South Carolina, Tennessee, Texas, Vermont, Virginia, Montana, New Mexico, Utah, Washington, Wyoming, and Indian Territory.

The period of duration of schools is not given in Arkansas, Kentucky, Tennessee, Texas, Montana, New Mexico, Wyoming, and Indian Territory.

The number of children in public schools is not given in Delaware, Kentucky, Oregon, Tennessee, Montana, New Mexico, Wyoming, and Indian Territory. The average salary of teachers is not given in Arkansas, Delaware, Indiana, Illinois, New York, Tennessee, Texas, Vermont, Wisconsin, Montana, New Mexico, Utah, Wyoming, and Indian Territory.

TABLE II.

On looking at Table II, which is intended to be the balance-sheet of educational receipts and expenditures on the part of the States and Territories, it will be seen how few can give a full and fair account of themselves. What statesmanship is safe in legislating with so imperfect material as a basis of action as is furnished in these respective commonwealths?

Neither Alabama, Delaware, Nebraska, Tennessee, Montana, New Mexico, Utah, Wyoming, nor Indian Territory can tell the amount derived from taxation for school purposes; while Delaware, Tennessee, Montana, New Mexico, Utah, Wyoming, and Indian Territory show no total of income for school purposes from any source. And as regards expenditure, neither Alabama, Delaware, Florida, Georgia, Kentucky, New Hampshire, Tennessee, Montana, New Mexico, Wyoming, nor Indian Territory can give any details; and Delaware, Florida, Georgia, North Carolina, Oregon, Tennessee, Montana, New Mexico, Utah, Washington, and Wyoming Territory can not give the total amount expended.

The total income from taxation in all the States and Territories, from which it is reported, is $55,889,790.31; and the total income from all sources is $72,630,269.83. The total expenditure for all educational objects is $70,891,981.83. Assuming that the States reporting the total aid expend the amount raised for school purposes, the total expenditure would be $71,810,304.27.

In the 31 States, having a permanent school-fund, the total amount is reported at $65,850,572.93.

As a deduction from the material in Tables I and II, it appears that the public-school expenditure in the several States and Territories *per capita* of population of legal school age is as follows:

Public-school expenditure in the several States and Territories per capita of population of legal school age.

State or Territory.	Amount.	Year.	State or Territory.	Amount.	Year.
Massachusetts	$20.050	1872	Oregon	$3.832	1872
Nevada	19.893	1872	Maine	3.745	1872
California	12.133	1872	West Virginia	3.464	1871
Connecticut	11.652	1872	Mississippi	2.854	1871
Nebraska	10.447	1872	Missouri	2.757	1871
New Jersey	8.932	1871	Kentucky	2.258	1872
Pennsylvania	8.540	1872	Virginia	2.245	1872
Iowa	8.528	1872	Arkansas	2.223	1871
Illinois	8.521	1872	Louisiana	2.159	1871
Michigan	7.355	1871	Florida	2.059	1871
Rhode Island*	7.160	1872	Alabama	1.447	1871
Vermont	6.772	1872	South Carolina	1.349	1872
Texas	6.398	1872	Georgia	687	1871
New York	6.393	1871	North Carolina	654	1872
Ohio	6.352	1872			
New Hampshire	6.056	1872	Colorado Territory	15.603	1872
Indiana	5.636	1872	District of Columbia	15.155	1872
Minnesota	5.504	1872	Idaho Territory	9.174	1872
Wisconsin	4.588	1871	Dakota Territory	8.667	1872
Maryland	4.399	1871	Arizona Territory	4.346	1872
Kansas	4.303	1872	Washington Territory	3.381	1871

* The expenditure in Rhode Island is assumed to be for a school population from 5 to 15 years old.

The average monthly wages of public-school teachers in the United States are as follows:

State or Territory.	Male.	Female.	State or Territory.	Male.	Female.
Alabama	$42 50	$42 50	New Jersey	$57 34	$32 43
Arkansas	.....	.....	New York	.....	.....
California	74 58	60 69	North Carolina	25 00	20 00
Connecticut	66 56	32 69	Ohio	42 00	29 00
Delaware	.....	.....	Oregon	50 00	40 00
Florida	30 00	30 00	Pennsylvania	41 71	34 60
Georgia	55 54	38 37	Rhode Island	39 72	39 72
Illinois	50 00	39 00	South Carolina	35 00	35 00
Indiana	.....	.....	Tennessee	.....	.....
Iowa	36 04	29 32	Texas	.....	.....
Kansas	40 20	31 50	Vermont	.....	.....
Kentucky	.....	.....	Virginia	30 32	28 21
Louisiana	65 00	65 00	West Virginia	34 95	32 15
Maine	33 17	14 40	Wisconsin	.....	.....
Maryland	45 83	45 83			
Massachusetts	85 09	32 39	Arizona Territory	100 00	75 00
Michigan	49 92	272 1	Colorado Territory	69 00	54 00
Minnesota	37 39	24 57	Dakota Territory	55 00	32 00
Mississippi	58 90	58 90	District Columbia	109 50	70 00
Missouri	35 00	35 00	Idaho Territory	162 50	162 50
Nebraska	38 50	33 48	New Mexico Ter	.....	.....
Nevada	116 53	88 73	Utah Territory	.....	.....
New Hampshire	37 56	24 33	Washington Ter	36 00	30 00

RÉSUMÉ OF FACTS RESPECTING STATE SYSTEMS.

In connection with these statistics of State school-systems, reference is also made to the abstract of State and city reports on education in the first part of the appendix to this report.

Only the briefest notice can be given here of the progress upward or downward of the systems of public instruction in the various parts of the Union.

Maine has abolished county supervision, but increased the tax-levy for schools. Massachusetts has not yet effected a levy of a tax by the State, nor is there any school supervision, save that in the cities and larger towns, subordinate to that of the secretary and other agents of the State board of education. In Connecticut a compulsory school-law has been enacted, and this is believed to be producing a favorable effect upon school attendance. The abolition of tuition fees in New Jersey has continued to add greatly to the efficiency of public instruction. In Delaware there has been increased agitation upon the subject of education; but this State has not yet effected any change in legislation, and has no State supervision, nor as yet any legal provision for the education of colored children. Maryland appropriated, by her last legisla-

ture, $50,000 for the education of colored children in the State, outside of Baltimore, leaving Delaware and Kentucky the only States that have no provision for the education of this class of children. The progress in Virginia* has been great in the majority of counties, and deserves careful study by all the States in the South still laboring under similar difficulties. In North Carolina,† South Carolina, Georgia, and Tennessee the inaction in country districts is deplorable. In the towns and centers of population some important progress has been made; that in Atlanta, Georgia, Knoxville, Tennessee, and Jacksonville, Florida, being especially noteworthy.

Correspondence with this office indicates a very considerable increase of individual interest upon the whole subject of education, especially in regard to those features looking toward universal elementary instruction. In Tennessee‡ it is hoped that the agitation of this subject will produce more satisfactory legislation, probably restoring the State system, and the means of State and county supervision, and some measure of State aid to county effort. In Kentucky§ the increase in educational interest has been very great. Special acts have been passed by the legislature providing for the education of colored children in Louisville and some of the other cities. Alabama has remained in about the same condition as for several previous years; but, as there is no authority for sufficient local taxation, there seems to be no adequate provision even for elementary instruction. In Arkansas‖ the school-system has not maintained the encouraging auspices with which it was inaugurated. Mississippi has made good progress.

---

* The State superintendent stimulates to still greater effort, informing the people that they spend about twenty millions a year for whisky and dogs, while only one million is asked for education.

† Rev. N. B. Cobb, in an address at an educational convention in Raleigh, North Carolina, February 12, quoting from a report of the State superintendent, Hon. Mr. McIver, gave the amount of $155,393.96 as expended for public instruction in that State during the year ended September 30, 1872; and stated that the estimated number of dogs in the State was 200,000, or, as some thought, 153,000, whose average cost was fifty cents per month, or $6 per year, making a total expense of $918,000, or about six times the entire expenditure for education in the public schools of the State.

‡ Education in Tennessee has met with a great loss in the departure from the State of Rev. C. F. P. Bancroft, principal, and Mr. C. C. Carpenter, superintendent, of the Lookout Mountain institution.

The "Jubilee Singers," a company of colored students of the Fisk University, led by Mr. White, treasurer of the institution, have cleared by their concerts in the past two years $40,000, which is for the erection of college buildings; they go to Europe to prosecute their labors.

As this report goes through the press, information is received that the legislature has passed a new school-law, containing the provisions above referred to, and that Hon. J. M. Fleming has been appointed State superintendent of public instruction.

§ A bill has been under consideration in the legislature providing for the education of the colored children throughout the State, but its passage is considered doubtful.

‖ Hon. A. P. Searle, Arkadelphia, Arkansas, superintendent of the eighth judicial district (comprising seven counties) of the State of Arkansas, writes: "There is a marked

In Louisiana, for a considerable portion of the year, progress was favorable. Texas, the last of the Southern States to act, in spite of appalling obstacles, has made great advancement; but the opponents of universal education threaten to overthrow all that has been done. In Florida, while nothing has been accomplished in some sections of the State, in several localities excellent schools have been sustained, and considerable progress has been made in educational sentiment. The revised school-law is successfully going into effect in Illinois, and the State school superintendent has advised a check upon the tendency to large investments in school-buildings, counseling moderation.

It is surprising that the school-system in Missouri should still remain in peril after all it has already accomplished for the State; but its friends are hopeful that none of the efforts to secure legislation which shall destroy its efficiency can finally prevail.

A lack of means is an obstacle universally encountered by the friends of education in the South, and some of the most successful enterprises there, like that at Wilmington, North Carolina, and the various institutions aided by the American Missionary Association and other benevolent organizations, are due to outside, northern liberality.

Among the effective coöperative instrumentalities is the Peabody fund, disbursed under the wise supervision of that eminent educator, Rev. B. Sears, D. D., LL. D.

It is gratifying to observe, on the far-off Pacific coast, the signs of excellent progress. The course of education in California is steadily forward. Oregon has put its school-fund in better shape, and created a State board of education, and provided for a State superintendent of public instruction. Hon. S. C. Simpson has been appointed to this office. This leaves Delaware the only State in the Union without any provision for State supervision of education.*

---

change in the people of these mountain-counties during the last two or three years in regard to schools. Until 1868 free schools were almost unknown. They are now established in every county of the district, and the interest manifested by the people is far beyond my most sanguine expectations. They have raised funds to carry on schools; and, in some of the more remote portions of the district, where the population is not sufficient to maintain a school, children travel several miles, carrying provisions with them, and return at the end of the week. The scholastic population of the district is 17,639. Of this number about 15,000 attend schools. The attendance of 1872 is double that of 1871. The number of teachers is 323. One of the greatest difficulties encountered in the organization of schools is the distinction that is made between white and colored children.

"Owing to the prejudice on the part of the whites, separate schools have to be maintained in some districts, doubling the expense; while, if this distinction were not made, one teacher would be sufficient for the whole number of pupils. The prejudice of the people against free schools is fast dying out. Where, a year ago, it was almost impossible to find teachers willing to take charge of them, the best teachers are now offering their services. This has had a marked effect upon the people. Public examinations of teachers are held twice a year, and teachers' institutes have been held with success."

* While this report is going through the press, this office is notified of the passage of a compulsory school-law in the State of Nevada.

THE TERRITORIES.

In the District of Columbia there has been no change in the form of school organization. The same inconvenient and illogical division of authority between four independent boards of trustees (having jurisdiction respectively over the white schools of Washington and the white schools of Georgetown, the colored schools of both cities, and all the schools for the rest of the District) yet remains. It is true that some of the evils of administration as regards the white schools in the two cities have been obviated by the wise appointment of one superintendent for both systems. By this arrangement, for which Hon. Henry D. Cooke, governor of the District, should receive credit, the schools of Georgetown have for the past year received the able supervision of Hon. J. Ormond Wilson, superintendent of the Washington schools.

But the benefits of efficient supervision should be guaranteed by law to this compactly-settled, small territory, and should not depend on the good-will of independent authorities.

The second biennial report of the superintendent of public instruction for the State of Nevada was received too late for insertion in its proper place.

The report states that during the biennial term just closed there has been a notable increase in the permanent fund, an addition of nearly 1,000 to the school population, and in several respects a proportionate improvement in school accommodations. In several counties there has been unusual activity in educational matters, resulting in the building of new school-houses, the purchase of new furniture, and the employment of better qualified teachers. The great defect of the present school system is presented in these words: "Not one-half of our schools approximate excellence in either the extent or quality of instruction furnished." This is ascribed not to a lack of qualified applicants, but to the fact that school trustees are entirely irresponsible in the matter of making appointments. "With a maximum of taxable property and a minimum of school population; with less than 5,000 children of school age and a distributive fund amounting during the past year to nearly $100,000, the ability of Nevada to provide for her schools exceeds that of all other States; and there ought to be more tuition, and of a better quality, than is enjoyed elsewhere on the continent."

The State school fund amounted December 31, 1872, to $104,000. The apportionment from this fund was, for 1871, $17,823.70; for 1872, $22,613.74. The total expenditure for school purposes for the school year ending August 31, 1872, amounted to $98,468.82; leaving a balance on hand of $12,493.86. The number of children in the State between 6 and 18 years of age is 4,950. The whole number enrolled in public schools is 3,372, of whom 135 are under 6 years of age. The number attending private schools is 439. Number between 6 and 18 reported as not attending any school, 1,410. Average duration of schools, 8 months and 10 days. Twenty-six schools were maintained over 9 months. Number of male teachers employed, 29; female teachers, 59; total, 88. The highest monthly compensation paid to any male teacher is $175; to female teachers, $150; lowest monthly compensation of male teachers, $75; of female teachers, $40. Number of school districts, 58; number of school-houses, 50; number of schools 76, including 1 high school, 8 grammar, 6 intermediate, 9 primary, and 52 unclassified. Value of school property, $69,413.

Only two counties maintained schools for a full school year, (10 months;) three counties gave 8 months and less than 10; six counties 6 months and less than 8; and two counties less than 6. Short terms are invariably occasioned by want of funds. This occurs only in thinly-settled districts, and is the necessary result of the *pro-rata*

During the past year, commodious and beautiful school buildings have added to the attractions of the Washington schools, white and colored, and have contributed to their increased success.

This has been done without any assistance from Congress. Indeed, the District schools have not been favored by any grant of public lands, or other national aid, though subjected to peculiar demands from the large floating population drawn from other places, paying no taxes here, and not even claiming the District as their legal residence.*

In New Mexico, although the agitation upon educational subjects has increased, very little, practically, has been accomplished. In Arizona important improvements have been made.†

---

plan of the distribution of public moneys. It is recommended that either the districts be consolidated, or that a different plan of distribution be adopted.

Practically the children of all citizens are now free to attend the public schools. The statute yet discriminates against the children of colored citizens, but by decision of the supreme court, rendered in January last, the section excluding negroes was declared unconstitutional.

The superintendent urges immediate and careful attention to the interests of the university and agricultural and mechanical college. The small number in the State likely to seek an advanced education does not seem to justify the immediate establishment of the institution under the provisions of the national grant of lands.

An academy, or preparatory department, is, however, a desideratum, and would doubtless achieve immediate success, and largely advance educational interests in the State. It is recommended that it be open to pupils of both sexes. It is a gratifying fact that generous offers of sites and buildings for the university, from different parts of the State, have already been received by the board of regents.

It is considered of the highest importance to make some provision for the normal instruction of those desiring to prepare themselves for teachers. On account of the smallness of the population, the immediate establishment of a State normal school is deemed impracticable. An appropriation is asked to support a certain number of pupils in the normal school at San José, California.

The superintendent recommends that the powers of county superintendents be enlarged, that a State board of examiners be provided for, and that first-class State certificates and normal-school diplomas be recognized as valid testimonials of fitness for the profession of teaching, and that the issuance of county certificates to the holders of such be authorized.

* The statistics of private institutions in the District have been compiled by T. C. Grey, esq.

A most wise movement has been set on foot in Georgetown, by the superintendent, to harmonize the use of certain private benefactions with the action of the public-school authorities. This will, it is hoped, result in the erection of a much needed school building, in the establishment of a high-school department, and the opening of a library and laboratory for the use of the young.

A considerable increase in the number of trustees in charge of the colored schools of Washington and Georgetown has been authorized by act of Congress, in response to a recent expression of public opinion.

† The following interesting extract from a letter from the governor of the Territory, to whom great credit is due for his educational labors, contains the latest information:

* * * * * * * *

"You will observe by the amended law, that the tax for schools has been fixed. I found, when left optional with boards of supervisors, that there was constant danger that the money would not be raised, and consequently the schools would have to stop.

Alaska lies entirely outside of all organized efforts for education, and presents the singular fact of being an integral part of the boasted most progressive nation in the world, and yet without the least possible provision to save its children from growing up in the grossest ignorance and barbarism. No report has been received by the office from the two schools which the Fur-Seal Company is bound by its contract to support among the Aleutians.

In different parts of Washington, Wyoming, and Idaho Territories, very commendable advancement is reported. In studying the difficulties existing in the Indian Territory and Utah, it is very surprising that profound statesmanship has paid so little attention to education as the most efficient means for their solution.*

The legislature, in addition to the revenue provided for in this law, appropriated $6,500 out of the general fund, and divided it equally among the counties of the Territory, for school purposes. I anticipate that, with the money on hand, and what we shall realize from the taxation provided for in this law, we shall raise for school purposes in the next two years about $40,000, and with this sum we can support a few schools for at least six months each year in every school district in the Territory.

"Very respectfully, yours,

"A. P. K. SAFFORD, *Governor.*"

* By the courtesy of Hon. J. P. C. Shanks, chairman of the Committee on Indian Affairs of the House of Representatives, I have received, in advance of publication, some interesting facts in reference to the education of the Indians in the Indian Territory.

Among the Choctaws it is stated that schools have been in operation more than fifty years. Manual-labor schools were instituted among them by the missionaries long before their removal from Mississippi. Their educational system at the present time, as stated by their superintendent, provides for neighborhood schools, in which the elementary branches are taught, and for academies and seminaries for more advanced pupils. There is also a law providing for sending certain more advanced pupils from these higher schools to finish their education in the States.

A school superintendent and a district superintendent are elected by the national council, and each neighborhood elects a local trustee.

The higher schools are under the immediate supervision of the council.

There has been no enumeration of children of school age since about four years ago, at which time there were 2,220, of whom only about three-fourths were attending any school. The superintendent states that when he entered upon his duties there were a good many primary schools but no academies. He observed that the great need was more money for school purposes; that the establishment of two large schools had reduced the number of primary schools; that the schools were formerly kept ten months annually, but now, on the average, only about five months.

There is no tax levied for school purposes, all expenditures for education being from the income of school funds.

The schools among the Chickasaws were also introduced by the early missionaries, when they met with great opposition from the Indians, though education is now much favored by them. The great want now is sufficient money to support the schools. They teach chiefly the primary branches in what are called neighborhood schools, which are kept open for ten months of the year.

The legal school age is from 6 to 25, but the usual age of attendance is from 6 to 18. From ten to fifteen of these schools are reported as in operation, in which the English is the language of instruction. The teachers are paid so much *per capita* for the pupils in attendance. The available funds for educational purposes amount annually to

A FREE-SCHOOL POLICY FOR UNITED STATES LAND GRANTEES.

A letter received by this office from Rev. George H. Atkinson, D.D., of Portland, Oregon, containing suggestions for a free-school policy for United States land grantees, and afterward printed in circular form by order of the Secretary of the Interior, has been forwarded to the different railroad corporations in the country possessing land-grants from Government, with a letter requesting their opinion of the policy suggested. Mr. Atkinson's letter sets forth the importance of the early establishment of free graded schools in the growing cities and towns of the West, and strongly urges upon railroad corporations owning lands granted by Government, the policy, both upon patriotic and pecuniary grounds, of setting apart school lands in all new cities and towns laid out by them.

Replies to this circular and letter received from United States land grantees and others to whom it was sent, all express a cordial sympathy with the plan proposed, and state that their practice has heretofore been in accordance with it. The president of the Iron Mountain and Cairo and Fulton Railroads says that these corporations "not only give lots for school-houses and churches, but also aid the people in erecting the buildings by furnishing transportation for material at reduced rates or entirely free." The Saint Paul and Pacific Railroad Company "has uniformly granted the application of school districts as well as of all religious denominations for sites for school-houses and churches." This company "will be pleased to harmonize its action in this direction with any suggestions which would improve the course it has pursued." This company, it is stated, also permits the free use of their emigrant receiving-houses (which they have established in all the principal towns) as public school-houses during the winter months when they are not needed for the use of emigrants. A response from Jay Cooke & Co. states that the Northern Pacific Railroad pursues the policy of making ample provision for sites for churches, schools, and seminaries, as fast as towns and cities are laid out by them, and adds that "there will be no difficulty in carrying out, under certain restrictions, all and more than all you hint at in your publication."

The president of the Mobile and Ohio Railroad Company approves the policy suggested, and adds: "It will afford us pleasure to coöperate with some organized plan for its accomplishment."

EDUCATION IN CITIES.—TABLE III.

The tendency to concentration of population in cities adds special interest to all investigations into facts connected with their educational

---

$40,000 or $50,000. Some 60 pupils are receiving instruction in the States, at an annual cost of $21,000.

The children of the freedmen in this nation are entirely without any provision for education, save as made at the expense of their parents. The testimony shows a similarly deplorable condition of facts among the children of the colored people in the Choctaw Nation.

progress. It will be noticed that there are in this country 326 of these centers of population that may be classed as cities. Their total population, according to the census of 1870, was 8,036,937, or more than one-fifth of the entire number of inhabitants in the United States. Of these only 295 reported the number of their school population, these having a total of 2,121,889 persons of school age.

Only 318 of these cities reported their enrollment in the schools, giving 1,215,897 as under instruction.

In looking at the question of enrollment it should be noted that 102 cities admit pupils between the ages of 6 and 21; 8 between 6 and 20; 10 between 6 and 18; 2 between 6 and 17; 2 between 6 and 16; 1 between 6 and 15; 100 between 5 and 21; 27 between 5 and 20; 12 between 5 and 18; 3 between 5 and 16; 19 between 5 and 15; 17 between 4 and 21; 12 between 4 and 20; 1 between 4 and 18; 6 between 4 and 16, and 4 do not report the school age. It appears that 125 of these cities do not admit pupils under 6 years of age, and from the foregoing summary it will be noted that 121 report 41,445 children enrolled under 6, so that practically we have the number of children under 6 years of age in the public schools of 246 of these cities.

The school age in 31 cities terminates at 16, and 205 give the number enrolled over 16 at 29,750; so that practically we have the age at which school attendance ends in 236 cities.

The average attendance is given in 298 cities as 787,860; 292 report the number of schools as 7,917, and 315 report the number of teachers as 21,194; and the number of scholars in 306 is 1,026,634.

Special attention is invited to the following summary, drawn from the tables of cities, found in the appendix:

	Number of cities in table.	Population of 1870.	Population of school age, 1872.	Enrollment in schools, 1872.	Number enrolled under 6 years old.
Number of cities reporting	326	326	295	318	121
Alabama	4	45,114	23,344	6,749	40
Arkansas	1	12,380	4,959	1,650	80
California	5	195,411	40,809	33,199	.....
Connecticut	5	117,909	24,067	13,705	1,050
Delaware	1	30,841	.....	5,607	.....
District of Columbia	2	120,583	19,489	9,360	.....
Florida	3	7,087	2,243	980	40
Georgia	4	72,814	14,173	9,800	.....
Illinois	36	536,721	155,696	84,200	79
Indiana	24	214,716	82,690	37,011	10
Iowa	23	154,182	49,795	27,946	1,550
Kansas	10	54,355	18,836	11,583	190
Kentucky	7	152,950	55,965	21,445	.....
Louisiana	1	191,418	99,893	20,000	.....
Maine	10	108,427	37,903	20,773	1,688
Maryland	1	267,354	75,000	24,870	.....

	Number of cities in table.	Population in 1870.	Population of school age, 1872.	Enrollment in schools, 1872.	Number enrolled under 6 years old.
Massachusetts	15	624,439	118,969	108,038	5,289
Michigan	24	208,592	73,294	35,357	1,812
Minnesota	10	65,655	24,001	13,615	931
Missouri	11	396,393	133,186	58,151	1,336
Nebraska	2	22,133	4,200	1,700	200
Nevada	2	5,237	559	353	5
New Hampshire	4	55,614	4,437	8,873	250
New Jersey	13	327,430	105,097	55,807	502
New York	20	1,878,517	529,291	275,604	18,342
Ohio	30	573,508	245,049	92,867	159
Oregon	1	8,293	2,856	1,967	134
Pennsylvania	17	997,653	37,551	140,831	72
Rhode Island	4	103,405	9,608	13,275	544
South Carolina	1	48,956	12,727	3,970	.....
Tennessee	2	66,091	16,691	8,563	.....
Texas	4	30,733	3,763	2,182	24
Utah	3	3,752	1,020	787	20
Vermont	1	14,387	3,076	2,381	.....
Virginia	7	124,150	42,544	12,186	364
West Virginia	2	24,826	9,643	5,152	.....
Wisconsin	3	96,867	9,900	17,412	3,431
Total	326	8,036,937	2,123,889	1,215,897	41,445

	Number enrolled over 16 years old.	Average attendance.	Number schools.	Number teachers.	Number scholars.
Number of cities reporting	205	298	292	315	306
Alabama	45	5,496	26	98	4,891
Arkansas	120	994	.....	23	1,650
California	397	25,580	106	615	27,307
Connecticut	278	10,141	64	404	10,102
Delaware	72	3,465	19	95	3,788
District of Columbia	202	7,191	140	148	7,191
Florida	39	700	15	20	777
Georgia	153	7,786	68	137	6,849
Illinois	879	59,380	541	1,405	65,745
Indiana	1,617	31,534	548	790	37,359
Iowa	884	19,259	330	519	21,222
Kansas	296	6,942	116	136	7,463
Kentucky	82	33,089	112	366	12,459
Louisiana	.....	11,616	67	375	11,616
Maine	1,141	15,062	232	383	15,383
Maryland	450	21,028	121	589	24,870
Massachusetts	3,695	87,267	1,142	2,460	94,438
Michigan	2,480	27,932	507	682	29,844
Minnesota	658	10,499	163	204	10,725

	Number enrolled over 16 years old.	Average attendance.	Number schools.	Number teachers.	Number scholars.
Missouri	4,169	54,889	283	1,129	55,755
Nebraska	100	1,500	48	52	2,411
Nevada	4	204	6	6	282
New Hampshire	150	6,070	95	150	5,189
New Jersey	302	30,491	228	838	35,315
New York	2,702	87,271	682	5,967	276,401
Ohio	3,657	62,712	713	1,625	71,940
Oregon	124	1,649	25	63	1,649
Pennsylvania	1,005	110,031	901	2,385	118,597
Rhode Island	96	11,573	58	442	15,896
South Carolina	.....	.....	8	67	2,103
Tennessee	48	4,871	91	140	5,611
Texas	14	1,232	39	70	3,338
Utah	30	647	13	15	800
Vermont	.....	912	20	22	1,500
Virginia	332	7,858	119	193	8,109
West Virginia	200	3,502	25	97	4,299
Wisconsin	451	8,670	80	229	12,086
Total	29,750	787,860	7,917	23,194	1,026,634

By looking carefully at the tables of cities in detail it will be found that Wilmington, Delaware; Savannah, Georgia; Centralia, Dixon, Galena, Sterling, Springfield, and Quincy, Illinois; Columbia, Kendallville, and Wabash City, Indiana; Cedar Rapids and McGregor, Iowa; Rochester, Minnesota; Concord and Manchester, New Hampshire; Utica, New York; Mansfield, Newark, and Toledo, Ohio; Allentown, Erie, Harrisburgh, Meadville, Philadelphia, Pittsburgh, and Williamsport, Pennsylvania; Providence, Rhode Island; Jefferson and San Antonio, Texas; and Milwaukee, Wisconsin, do not report population of school age in 1872; that Hartford, Connecticut; Dixon and Sterling, Illinois; Madison and Wabash City, Indiana; Paris, Kentucky; Nebraska City, Nebraska; and Houston, Texas, do not give the enrollment in schools for 1872; that Marysville, California; Hartford, Connecticut; Bushnell, Galena, and Watseka, Illinois; Wabash City, Indiana; Iowa City and Oskaloosa, Iowa; Emporia, Kansas; Biddeford and Hallowell, Maine; Flint and Lapeer, Michigan; Nebraska City, Nebraska; Orange, New Jersey; Cohoes, Elmira, New York City, Ogdensburgh, and Utica, New York; Fremont, Mansfield, and Sandusky, Ohio; Charleston, South Carolina; Houston and San Antonio, Texas; Kenosha and La Crosse, Wisconsin, do not report the average attendance for 1872; that Huntsville and Selma, Alabama; Little Rock, Arkansas; Stockton, California; New Haven and Stonington, Connecticut; Galesburgh, Macomb, Peoria, and Rock Island, Illinois; Madison, Indiana; Clinton

and Council Bluffs, Iowa; Lawrence and Topeka, Kansas; Auburn, Maine; Flint, Michigan; Hastings and Saint Anthony, Minnesota; Dover, New Hampshire; Atlantic City and Camden, New Jersey; Binghamton and Elmira, New York; Dayton, Springfield, and Mansfield, Ohio; Allegheny City and Pittsburgh, Pennsylvania; Providence and Woonsocket, Rhode Island; Petersburgh, Virginia; Green Bay and Milwaukee, Wisconsin, do not report the number of schools in 1872; that Selma, Alabama; Stonington, Connecticut; Lawrence and Topeka, Kansas; Paris, Kentucky; Auburn, Maine; Saint Anthony, Minnesota; Dover, New Hampshire; Atlantic City, New Jersey; Mansfield, Ohio; Allegheny City, Pennsylvania, do not report the number of teachers; and that Selma, Alabama; Hartford and Stonington, Connecticut; Galena and Macomb, Illinois; Madison, Iowa; Emporia, Lawrence, and Topeka, Kansas; Covington, Kentucky; Auburn, Maine; Lapeer, Michigan; Saint Anthony, Minnesota; Dover, New Hampshire; Atlantic City and Orange, New Jersey; Mansfield, Ohio; Allegheny City, Pennsylvania; and La Crosse, Wisconsin, do not report the number of pupils.*

Before passing from Tables I, II, and III, it is important to observe the necessity, here suggested and enforced, of having some standard of school age as a basis of comparison. It is not necessary, of course, that the legal school age in any two States or cities should be the same for this purpose. If it should be agreed by city or State officers to report all persons between the ages of 6 and 16 inclusive, and then by years whatever number there might be below 6 to the lowest limit of school age, and the number by years of those above 16 to the upper limit of school age, and following the same principle in regard to enrollment and average, all of the conditions necessary for purposes of comparison would be secured.

---

*The necessity and desirableness of more attention to industrial education in connection with our city systems are receiving more consideration. Capital invested in manufactures can hardly find for itself a more appropriate investment than in the direction of furnishing those aids to the young which shall make all our cities the producers of skilled industry in all departments of the arts and trades.

In Toledo, Ohio, Mr. J. W. Scott, a pioneer settler, has given one hundred and sixty acres of valuable land, one mile west of the city, as a site and for the use of a university of arts and trades; and Mr. Raymond, an old resident of that city, has pledged $20,000 to endow a department of mines and mining. As a beginning, a building has been bought and is being fitted up in the city, for library, lecture-rooms, and apparatus, until buildings can be erected on the grounds given by Mr. Scott, and ample arrangements made for a school for scientific and technical education, and the practical application of science to the useful arts.

NORMAL SCHOOLS.—TABLE IV.

States.	Total— Number of schools in each State.	Total— Number of instructors.	Total— Number of students.	Number of schools in which drawing is taught.	Number having collections of models, casts, apparatus, &c., for free-hand drawing.	Number in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing a chemical laboratory.	Number possessing a philosophical cabinet and apparatus.	Number possessing a cabinet of natural history.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
Alabama	1	5	14	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	1	3	40	1	.....	1	1	.....	.....	.....	1	.....
California	1	6	181	1	.....	.....	.....	.....	.....	.....	1	1
Connecticut	1	5	149	1	.....	1	.....	1	1	.....	.....	1
Delaware	1	10	35	1	1	1	1	.....	.....	.....	1	1
District of Columbia	1	6	38	1	.....	1	1	1	1	1	1	1
Illinois	9	47	635	4	1	7	4	4	3	4	5	4
Indiana	1	10	96	.....	.....	.....	.....	.....	.....	.....	1	1
Iowa	3	12	325	.....	.....	1	.....	1	1	1	.....	1
Kansas	2	12	195	1	.....	1	.....	1	1	1	1	1
Kentucky	3	6	30	.....	.....	1	.....	.....	1	.....	1	1
Louisiana	1	4	14	1	.....	1	1	.....	.....	.....	1	1
Maine	4	41	251	3	.....	3	1	.....	1	.....	3	3
Maryland	2	14	352	1	.....	1	1	1	1	1	2	2
Massachusetts	7	62	1,032	4	3	4	1	2	3	2	3	4
Michigan	1	9	296	1	.....	1	1	1	1	1	1	1
Minnesota	3	23	388	2	.....	2	.....	1	1	1	2	2
Mississippi	2	9	134	2	.....	2	2	1	1	.....	1	2
Missouri	6	36	724	3	1	3	2	1	2	1	2	2
Nebraska	1	5	105	1	.....	1	1	.....	1	.....	1	1
New Hampshire	1	7	102	1	.....	1	1	1	1	1	1	1
New Jersey	2	20	230	2	2	2	2	2	2	.....	1	2
New York	10	131	1,749	7	2	6	2	6	6	4	7	7
Ohio	11	83	1,734	8	1	9	8	7	7	5	4	7
Oregon	1	7	5	.....	.....	1	1	1	1	1	1	1
Pennsylvania	6	72	1,111	6	2	6	5	4	5	2	5	6
Rhode Island	1	17	130	1	1	1	.....	.....	1	1	.....	1
South Carolina	1	3	92	1	.....	1	.....	.....	.....	.....	.....	1
Tennessee	3	21	236	3	.....	3	3	.....	.....	.....	1	2
Vermont	3	18	253	2	.....	3	3	2	3	.....	2	3
Virginia	2	19	286	2	.....	2	2	2	2	1	1	2
West Virginia	5	27	443	3	1	4	4	2	1	.....	3	4
Wisconsin	4	33	373	2	1	3	3	3	4	4	3	3
Total	101	773	11,778	66	16	74	51	45	52	32	57	70

NORMAL SCHOOLS.—TABLE IV—Continued.

States.	Number of normal schools supported by—											
	State.			County.			City.			All other.		
	No. of schools.	No. of instructors.	No. of students.	No. of schools.	No. of instructors.	No. of students.	No. of schools.	No. of instructors.	No. of students.	No. of schools.	No. of instructors.	No. of students.
Alabama	----	----	----	----	----	----	----	----	----	1	5	14
Arkansas	----	----	----	----	----	----	----	----	----	1	3	40
California	1	6	181	----	----	----	----	----	----	----	----	----
Connecticut	1	5	149	----	----	----	----	----	----	----	----	----
Delaware	----	----	----	----	----	----	----	----	----	1	10	35
District of Columbia	----	----	----	----	----	----	----	----	----	1	6	38
Illinois	2	17	282	2	9	182	1	5	64	4	16	107
Indiana	1	10	96	----	----	----	----	----	----	----	----	----
Iowa	----	----	----	----	----	----	----	----	----	3	12	325
Kansas	2	12	195	----	----	----	----	----	----	----	----	----
Kentucky	----	----	----	----	----	----	----	----	----	3	6	30
Louisiana	----	----	----	----	----	----	----	----	----	1	4	14
Maine	2	14	111	----	----	----	----	----	----	2	27	140
Maryland	1	9	122	----	----	----	----	----	----	1	5	230
Massachusetts	4	37	459	----	----	----	3	25	573	----	----	----
Michigan	1	9	296	----	----	----	----	----	----	----	----	----
Minnesota	3	23	388	----	----	----	----	----	----	----	----	----
Mississippi	1	3	79	----	----	----	----	----	----	1	6	55
Missouri	2	22	521	----	----	----	1	9	119	3	5	84
Nebraska	1	5	105	----	----	----	----	----	----	----	----	----
New Hampshire	1	7	102	----	----	----	----	----	----	----	----	----
New Jersey	2	20	230	----	----	----	----	----	----	----	----	----
New York	8	101	1,749	----	----	----	1	28	----	1	2	----
Ohio	----	----	----	----	----	----	1	5	60	10	78	1,674
Oregon	----	----	----	----	----	----	----	----	----	1	7	5
Pennsylvania	5	68	1,080	----	----	----	----	----	----	1	4	31
Rhode Island	1	17	130	----	----	----	----	----	----	----	----	----
South Carolina	----	----	----	----	----	----	----	----	----	1	3	92
Tennessee	----	----	----	----	----	----	----	----	----	3	21	236
Vermont	3	18	253	----	----	----	----	----	----	----	----	----
Virginia	----	----	----	----	----	----	----	----	----	2	19	286
West Virginia	3	23	314	----	----	----	----	----	----	2	4	129
Wisconsin	3	28	315	----	----	----	----	----	----	1	5	58
Total	48	454	7,157	2	9	182	7	72	816	44	248	3,623

From the above it will be seen that there are reported this year 101 normal schools in the United States, with 773 instructors and 11,778 students. Of these, 48 schools, with 454 instructors and 7,157 students, are supported or aided by States; 2, with 9 instructors and 182 students, by counties; 7 schools, with 72 instructors and 816 students, by cities; 44, with 248 instructors and 3,623 students, are connected with other educational institutions. In 66 of these schools drawing is taught, and

16 have collections of models, casts, apparatus and examples for free-hand drawing; vocal music is reported as taught in 74, and instrumental music in 51; 45 possess chemical laboratories; 52 philosophical cabinets and apparatus; and 32 have cabinets of natural history; 57 normal schools have model schools connected with them, and 70 confer normal-school diplomas and certificates upon students completing the course.

Ten States, namely, Alabama, Arkansas, Delaware, Iowa, Kentucky, Louisiana, Ohio, Oregon, South Carolina, and Virginia, report no State normal institution. While these figures are more complete than it has been possible to secure before, it is still a matter to be regretted that they are not absolutely so. The study of Table IV, in which these details may be found, will furnish many important inferences which it is impossible to note here. While they show the steady growth of normal instruction as an element in our educational system, they reveal most strikingly the entire inadequacy of all the instrumentalities now provided for the training of teachers for the instruction of the young in the country.

It will be remembered that we have already given the number of children between five and twenty, inclusive, in the United States, as 14,507,658. Some children under five years of age, and some persons over twenty, are receiving instruction; and it would not be far out of the way, therefore, if this number be considered as due at school.

If we take forty as the average number of pupils to a teacher, we find there were only teachers enough to instruct 8,841,680 of the 14,507,658 persons of school age, or, in other words, there were of these persons 5,665,978 for whom no teachers were employed. But the inadequacy of the normal training in the country, according to this, the fullest statement we have yet been able to make, is further seen if we suppose the course of instruction in the normal schools reported embraces three years, and that the whole number enrolled do actually go through the entire curriculum. There then would be graduated annually, it may be said, in round numbers, 4,000 trained teachers.

The inquiry here naturally arises, How many new teachers are required each year? If the number of pupils allowed to each teacher should be fixed at forty, it would require 362,691 to instruct the entire 14,507,658.

It has been estimated, by able educators, on the records of certain localities, that teachers do not continue in service, on the average, more than three years. There would be, therefore, 120,897 new teachers demanded each year, against which the normal schools reported can furnish only 4,000.

I can not, at this point, pause to enforce the desirableness and necessity of having well, instead of poorly qualified, or, rather, unqualified teachers. Nor can I delay here to consider the circumstances which might be introduced to modify these figures, such as the number who

instruct two sets of pupils. The truth of the utter and appalling inadequacy of normal training remains.

True, educational journals, works on teaching, teachers' conventions, teachers' institutes, lectures by able educators, and the efforts of many able supervising school officers in the country, are accomplishing much good in extending a knowledge of the art and science of education; it is true, also, that all good schools are so far promotive of the preparation of good teachers for the profession; and yet when all these aids and others have been brought into requisition, the fact remains that a great body of our children have no teachers employed for their instruction, and that a large proportion of those who are employed as teachers are entirely without the special and proper and necessary preparation for their responsibilities.

Nor is there yet provided any adequate remedy for these evils. Nor should it be forgotten that so far there is provided no special training in the methods of teaching for those who become professors in our colleges, schools of science, of law, theology, or medicine, and as a result many professors in our colleges indulge in the most unfortunate methods of instruction, methods that would not be tolerated in any elementary school under the charge of any intelligent board of school officers.

Much, however, is done to remedy these evils in connection with some institutions by discussions among the faculty or by the supervisory care of the presidents or the chief professor in the respective subjects of instruction.

In spite of the inadequacy of all provision for normal training, there remains in many quarters great opposition to normal schools. This is having a good effect so far as it arouses educators to record, collect, and publish the facts which enforce the necessity for these institutions, and the best methods of imparting normal training.

The following table, taken from the report of Professor William F. Phelps, principal of the State Normal School at Winona, Minnesota, shows the *per capita* allowance of the several States named therein to their respective State normal schools. These have no reference to the cost of buildings, since investments of this kind are permanent, and yield a return to the State in all respects as real and valuable as though they were loaned at a paying rate in dollars and cents. All the States named have buildings for normal schools.

The *per capita* accounts are stated in round numbers, fractions being omitted, as follows:

Locality.	Enrollment, 1872.	Appropriation, 1872.	Per capita amount.	Locality.	Enrollment, 1872.	Appropriation, 1872.	Per capita amount.
Fredonia, New York	141	$24,000	$170	Framingham, Massachus'ts.	100	$10,296	$102
Toronto, Ontario	172	23,645	137	Oshkosh, Wisconsin	158	15,910	100
Buffalo, New York	164	18,000	110	Plattville, Wisconsin	125	12,240	98

Locality.	Enrollment, 1872.	Appropriation, 1872.	Per capita amount.	Locality.	Enrollment, 1872.	Appropriation, 1872.	Per capita amount.
New Britain, Connecticut	133	$12,000	$90	Emporia, Kansas	171	$11,500	$67
Westfield, Massachusetts	140	12,548	89	Potsdam, New York	(*)	18,000	.....
Peru, Nebraska	90	7,500	83	Cortland, † New York	370	23,712	64
Englewood, Illinois	147	12,000	82	Terre Haute, Indiana	158	10,000	63
Bridgewater, Massachus'ts.	150	12,091	80	Trenton, New Jersey	204	12,000	60
Ypsilanti, Michigan	250	20,000	80	Peoria, ‡ Illinois	86	4,600	53
Whitewater, Wisconsin	186	13,695	74			Expenses,	
Providence, Rhode Island	140	10,000	71	Millersville, Pennsylvania.	(*)	44,420	.....
Oswego, New York	260	18,000	69			Expenses,	
Salem, Massachusetts	160	10,894	68	Edinborough, Pennsylvania	(*)	12,797	.....
Brockport, New York	(*)	18,000	.....	Saint Cloud, Minnesota	79	6,000	76
Normal, Illinois	460	31,369	68	Mankato, Minnesota	204	9,000	44

* Unknown.

† Including an extra appropriation of $5,424.24.

‡ This is a county normal school, and its support is reported as not yet adequate to its needs.

As illustrating the growth of a normal school when supported by the State, the following statement concerning the First State Normal School at Winona, Minnesota, for which we are indebted to Professor Phelps, will be found interesting. The table shows the total enrollment and appropriation for each year since its re-organization, together with the *per capita* amount of these appropriations from 1864 to 1872, inclusive. As in the foregoing table, fractions of the dollar are disregarded:

Date.	Enrollment.	Appropriation.	Per capita amount.	Date.	Enrollment.	Appropriation.	Per capita amount.
1864	32	$3,000	$94	1869	185	$5,000	.....
1865	50	4,000	80	1870	216	5,000	.....
1866	80	5,000	62	1871	250	8,000	.....
1867	87	5,000	57	1872	301	10,000	.....
1868	122	5,000	41				

Average amount *per capita* appropriation, $38 annually. The enrollment for 1871 and 1872 includes 62 soldiers' orphans, who have been instructed entirely gratuitously during these two years. "It is assumed that the only just basis upon which such an institution is entitled to claim support, other things being equal, is that of the number properly instructed and benefited therein. As these numbers increase, therefore, its financial resources should increase so that it shall not be forced to do its work for less than cost."

Hon. J. P. Wickersham, State superintendent of Pennsylvania, in his report for 1871, suggests the "wisdom of including in the schools of practice attached to normal schools a kindergarten, in order to secure teachers well trained in object-teaching; and, also, that the standard for admission be greatly elevated, so that the instruction of the gram-

mar school need not be repeated after entering the normal school." In his report for 1872, he observes in regard to the effort to increase the number of normal schools: "If unduly multiplied, they will be likely to fail for want of support, and the State be compelled to pay dearly for the folly of encouraging their establishment in greater number than its educational interests require. A few strong schools will accomplish more good than many weak ones. It is important that the State should adopt and adhere to some broad, general principles in making appropriations to the schools; favoritism, if persisted in, will in the end cripple the whole system." He calls attention to the "danger of making the administration of these schools narrow, and more disposed to seek private than public ends. This is the weakness of the system, and from this it has suffered."

Hon. Thomas W. Harvey, common-school commissioner of Ohio, says: "A commendable feature in some of our private schools is the attention given to normal instruction. In the absence of other efficient means and facilities for progressive training, their efforts to supply a manifest want merit encouragement and reward." He also says: "The normal school should be a purely professional school. Academic instruction, except such as may be incidentally given in the illustration of methods, should be dispensed with, that the science of education and the art of teaching may receive exclusive attention."

In this connection may be noted a remark of Professor Phelps upon the existing necessity of academic teaching in normal schools. He says: "The quality of work done in our common schools is very poor, and a large majority of the students entering the normal school come very poorly prepared. So much loose, vague, and inaccurate teaching is still done in elementary schools that at least nineteen-twentieths of those who enter the normal school must go back to first principles. Not only are they ignorant of the very beginning of common-school studies, but they have no power of expressing what they know."

Professor George P. Beard, principal of the South Missouri State Normal School, observes: "Something is evidently wrong in our common-school system of education. The majority of students entering our school we find know more of arithmetic than they know of all the other sciences taken together, and it is with great effort that they are induced to take any interest in other subjects. The design of the normal school, therefore, should be to remedy these irregularities in the common schools."

A letter from John D. Pierce, in the Michigan Teacher of January, 1873, in correcting a misstatement respecting the graduates of the Michigan State Normal School, gives the names and present occupation of about ninety graduates of that institution, who now are, or have been since their graduation, engaged in important and responsible positions in the educational field in that and other States. Of the fifty-four gentlemen included in this number, one has been president of a university, eleven have been county and city superintendents, and thirty-four have

been principals of high schools. Of the lady graduates, thirty-two have been teachers or principals in colleges and in high and normal schools.

An important feature connected with normal training in the country has been the establishment of normal schools in cities, under the auspices of school-boards. The great ability and eminent efficiency of many of the city superintendents of instruction are steadily improving the quality of instruction in a large number of our cities. Normal schools in such cases enjoy special advantages, gathering and centering in themselves all the excellences that are around them.

BUSINESS COLLEGES.—TABLE V.

There is a manifest and increasing demand upon public-school systems for instruction in trades, and for an opportunity to be taught at other times than the regular six hours of school. School officers have too often yielded to these demands with reluctance, if at all. The business colleges of the country have come forward and measurably furnished a supply.

Mr. S. S. Packard, president of Packard's Business College, New York City, informs me that, in his opinion, not less than twenty thousand young men enter the business colleges of the country annually, and that he believes there is a constantly growing tendency toward the education which they propose to impart. A summary of these institutions contained in the annual report of this office is the only one yet published.

On consulting Table V, Appendix, it will be seen that this year sixty-six of these schools have made returns to this office, having 263 teachers and an enrollment of 8,451 pupils, as follows:

State.	No. of schools.	No. of instructors.	No. of students.	State.	No. of schools.	No. of instructors.	No. of students.
California	2	14	411	New Hampshire	1	3	335
Georgia	2	8	182	New Jersey	1	6	323
Illinois	4	15	218	New York	12	49	1,572
Indiana	2	10	171	North Carolina	2	.....	.....
Iowa	3	11	440	Ohio	5	23	1,274
Kentucky	2	8	223	Oregon	1	1	31
Louisiana	1	11	250	Pennsylvania	8	30	1,059
Maryland	1	7	468	Rhode Island	1	.....	.....
Massachusetts	1	6	230	Tennessee	1	2	24
Michigan	1	4	206	Virginia	5	9	195
Minnesota	1	7	110	Wisconsin	4	12	353
Mississippi	1	16	150	District of Columbia	2	2	84
Missouri	2	9	142	Total	66	263	8,451

SECONDARY INSTRUCTION.—TABLE VI.

The examination of city and State reports will reveal a very inadequate subdivision of the instruction reported in respect to different grades. The line of demarkation between elementary and secondary, and between secondary and superior instruction is not very distinct, if drawn at all. Yet, in judging whether the amount of instruction furnished is sufficient to afford the opportunity for the cultivation of the intelligence and virtue adequate to conduct the affairs of individuals, communities, and States, the aid of this factor is absolutely essential. Indeed, it is undoubtedly true that our only universally applied test of intelligence, the ability to read or write, or to do both, has unconsciously, but nevertheless actually, served to give prevalence to a judgment of the intelligence of our people more favorable than the facts will warrant.

This office, endeavoring to aid educators in drawing these lines of discrimination in instruction as respects grade, has continued its attempt to report institutions of secondary instruction. The result of inquiries in this direction will be found in the appropriate table, of which the following is a summary:

State.	Number of academies.	Instructors.			Students.			Volumes in library.
		Total.	Male.	Female.	Total.	Male.	Female.	
Alabama	8	21	10	11	605	323	282	3,760
Arkansas	6	29	4	4	351	88	263	650
California	7	45	22	5	1,800	750	1,041	3,320
Colorado Territory	2	18	.....	9	120	.....	120	1,350
Connecticut	36	178	72	93	4,309	2,016	2,293	12,097
Delaware	6	29	16	13	528	330	198	1,250
District of Columbia	31	67	21	46	1,525	244	487	476
Florida	4	26	3	9	543	70	473	990
Georgia	17	72	27	17	1,754	931	823	1,950
Illinois	38	279	68	124	4,939	1,663	2,909	13,060
Indiana	11	67	12	30	1,836	508	1,328	4,850
Iowa	3	22	3	19	558	231	327	1,200
Kansas	6	38	24	11	550	359	191	1,502
Kentucky	18	156	15	35	1,880	160	1,479	10,509
Louisiana	9	70	16	32	955	400	555	1,918
Maine	32	120	57	63	3,285	1,611	1,494	7,607
Maryland	19	96	22	9	1,271	666	605	8,510
Massachusetts	43	221	117	98	5,254	3,247	1,980	28,067
Michigan	8	38	5	11	1,000	160	783	2,855
Minnesota	22	104	15	16	3,016	681	1,480	750
Mississippi	4	23	6	7	641	196	445	200
Missouri	24	158	51	80	2,454	625	815	5,604
New Hampshire	25	103	55	48	2,756	1,474	1,282	19,192
New Jersey	13	117	49	35	1,239	662	527	6,950
New Mexico Territory	1	10	.....	10	120	.....	120	500
New York	224	1,309	551	698	33,886	10,533	10,366	157,529
North Carolina	12	37	17	20	1,291	794	497	1,200
Ohio	47	294	99	100	5,903	2,791	3,112	20,535

Summary of Table VI—Continued.

State.	Number of academies.	Instructors.			Students.			Volumes in library.
		Total.	Male.	Female.	Total.	Male.	Female.	
Oregon	3	15	10	5	243	196	47	1,780
Pennsylvania	44	272	77	83	5,015	2,501	2,214	26,600
Rhode Island	5	32	13	12	714	355	359	5,500
South Carolina	4	33	2	11	237	30	120	375
Tennessee	4	22	4	11	444	183	261	180
Texas	9	69	5	16	1,206	37	1,169	700
Vermont	33	159	58	101	3,864	1,741	2,123	14,384
Virginia	19	62	27	25	1,122	472	490	1,559
Washington Territory	1	3	.....	.....	60	.....	60	50
West Virginia	4	26	1	25	673	278	395	1,100
Wisconsin	8	57	34	23	982	651	281	8,200
Wyoming Territory	1	4	1	3	.....	.....	.....	.....
Total	811	4,501	1,589	1,968	98,929	37,957	43,794	378,809

State.	Students.							
	In English branches.	In classical course.	In modern languages.	Preparing for college.	Preparing for scientific course in college.	Number who have entered college since close of last academic year.	Number who have entered scientific school since close of last academic year.	Total number in classical department who have entered college since organization.
Alabama	490	80	20	27	.....	13	.....	.....
Arkansas	98	37	9	2	3	.....	.....	.....
California	295	159	139	80	60	11	2	14
Colorado Territory	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	2,042	612	201	226	44	36	8	67
Delaware	376	105	44	40	12	2	1	12
District of Columbia	697	50	153	10	4	1	.....	.....
Florida	271	29	40	12	12	6	6	.....
Georgia	612	81	32	58	13	10	3	.....
Illinois	1,584	137	226	69	26	21	2	6
Indiana	379	67	61	30	4	11	.....	75
Iowa	330	78	50	2	.....	2	.....	.....
Kansas	155	57	70	40	.....	.....	.....	.....
Kentucky	254	87	30	10	40	30	30	.....
Louisiana	35	5	17	.....	.....	24	.....	.....
Maine	968	320	147	227	41	30	6	106
Maryland	.....	.....	.....	15	10	2	.....	.....
Massachusetts	2,594	988	1,289	311	118	77	46	1,439
Michigan	406	95	186	36	17	8	4	77
Minnesota	165	79	47	22	.....	4	4	26
Mississippi	.....	5	30	.....	.....	.....	.....	.....
Missouri	1,044	165	438	47	33	19	10	.....
New Hampshire	1,047	916	397	235	45	34	18	212
New Jersey	555	260	50	91	22	31	11	575

Summary of Table VI—Continued.

State.	Students.							
	In English branches.	In classical course.	In modern languages.	Preparing for college.	Preparing for scientific course in college.	Number who have entered college since close of last academic year.	Number who have entered scientific school since close of last academic year.	Total number in classical department who have entered college since organization.
New Mexico Ter								
New York	11,968	2,681	2,116	1,289	310	377	71	2,356
North Carolina	869	162	28	32				
Ohio	1,547	390	702	159	63	29	6	210
Oregon	94	41	30	8	8	2	1	4
Pennsylvania	867	122	99	70	32	28	22	409
Rhode Island				15		2		15
South Carolina	87	22		8	1			7
Tennessee	259	3	1	20		2		4
Texas	253	19	55					
Vermont	1,437	380	122	145	40	22	12	142
Virginia	620	86	49	28	10	1		
Washington Ter.								
West Virginia	514	32	37	6		2		
Wisconsin	712	167	362	74	24	19	53	16
Wyoming Territory								
Total	33,624	8,517	7,277	3,444	992	856	316	5,772

By a comparison of the corresponding table in my report for 1871 with that in the present report, it will be seen that gratifying progress has been made in the value of these statistics. Instead of 638 academies and high schools, as given in the previous report, we now have 811, employing 4,501 teachers, of whom, so far as the sex is given, 1,589 are males and 1,968 are females, having under instruction 98,929 pupils, of whom, so far as specified, 37,957 are males and 43,794 are females, with 3,444 preparing for a classical course in college, and 992 for a scientific course. Of the whole number, 33,624 are reported as studying the English branches, 8,517 are pursuing a classical course, and 7,277 are studying modern languages.

These institutions report in their libraries 378,809 volumes. From their classical departments 5,772 have entered college since their organization; while since the close of the previous year 1,172 have entered college, 856 in classical courses, and 316 in scientific courses.

To complete the representation of this grade of instruction, contained in this report, there should be added here the work done in the high schools, as given in the city tables, so far as it is not included in the above summary. There may be fitly included in this grade of instruction, the work done in the preparatory departments connected with colleges, and the instruction in the normal schools; indeed, very much of

that given in what are termed female colleges, is not above what is appropriate to this grade.

The census of 1870 gives 1,518 institutions as academies, or 707 more than have as yet reported to this office to be included in this table. The whole number of pupils of this grade in the census is 129,404, against 98,929 reporting here.

It is impossible to include here the course of study pursued in these institutions. Indeed, I can not enter now upon the question of the work done by them, nor can I attempt as yet to answer the question so often asked, "What ought they to do?"

I must confess my surprise, however, that so many are either hesitating in supporting this grade of instruction in our public systems of education, or opposing it outright. Apparently they know little of what is done by it, and reflect less upon what it ought to do.

Omitting all the facts not yet ascertained in regard to studies pursued, years occupied, or results secured, let them in their doubt or opposition suppose that this grade of instruction is for the benefit of those fifteen, sixteen, and seventeen years old. According to the last census there were, of these ages, in round numbers, 2,455,000 persons, of whom 1,214,000 were males and 1,241,000 were females. Of course there are those younger and older receiving this instruction, and some of these ages are in the elementary schools and some in the superior schools. But they have reported by the census enrolled in institutions of this grade only 129,404 persons, and, undoubtedly, 200,000 would be a large estimate of the whole number in any way receiving this instruction. Here are then only 200,000 youth thus benefited, against 2,455,000 that ought to have at least so much aid in their start upon the race of life in a land where each man is a sovereign citizen.

What excuse, therefore, can be offered by any one with any claim to patriotism for opposition to a work which is not reaching one person in twelve of those who need its benefits?

Here is a fact which, if used by the teachers and school officers especially interested in this grade of instruction, may aid them in informing public opinion and creating a sentiment which will result in keeping their pupils longer under instruction.

As a rule, we are a people whose opinions and actions are subject to modification by the facts within our knowledge. If it is true that our youth are prone to rush into the responsibilities of affairs too early in life, or with too little preparation, this collection of the facts will at once indicate the tendency and furnish the best means for its correction.

In the absence of all records upon the subject, and as indicating that I have not overestimated the number due to secondary institutions, I should add that in a Circular of Information, published by your order,* there were statistics collected by this Bureau in regard to 5,306 alumni of four prominent colleges, between the years 1836 and 1860, and that

* The Circular of March, 1872.

their average age on graduation was a little more than twenty-two years, making their age at entrance upon college life a little over eighteen. This would indicate that I should have been justified in adding to the number above included, as due to secondary institutions, all those persons eighteen years of age, which would greatly increase the exhibit of the work they ought to do and do not do.*

EXAMINATIONS FOR ADMISSION TO COLLEGE.

No attempt has been made this year to collect statistics upon the subject of examination for admission to academies or colleges; the only table of this character is that showing the examination for admission to the Naval and Military Academies. Special attention is invited to

---

* In an address before the Teachers' Association of Minnesota, Professor Horace Goodhue, jr., of Carleton College, gave some interesting opinions from college presidents in regard to the work done in preparing persons for college by academies and high schools. He quotes President Kitchell, of Middlebury College, as saying:

"One-half of our in-coming class this year are from the sehigh schools." President Chamberlain, of Bowdoin, says: "In 100 of our latest admissions 38 fitted at the high schools, 59 at the academies, and 4 private." The secretary of Harvard University says: "Of the class that was admitted a year ago, 38 per cent. were from public high schools and the remainder from academies and private tutors." President Buckham, of the University of Vermont, says: "I should say that about 30 per cent. of our students come from the high school and 70 per cent. from the academy." President Smith, of Dartmouth, says: "Out of those who are already examined 33 are from academies and 14 from high schools." President Chadbourne, of Williams, says: "We think that not more than one-sixth of our students come from our public high schools. I think it would be more correct to say that not more than one in ten comes from the public high schools."

Professor Goodhue continues: "The total in all the colleges reporting who have fitted at the high school is 584; at the academy, 1,355; or 30 per cent. at the high school and 70 per cent. at the academy.

"The widely extended reputation of the late Dr. Taylor, of Andover, is no surer proof of his commanding ability than is the remarkable history and present prosperity of Phillips Academy. This year it has graduated sixty-one students, fifty-one from the classical course and ten from the English, and sends upwards of forty to college. In the past ten years it has graduated over 500, 400 of whom have entered college. Single-handed and alone it is able to feed an average college. I know of no high school, under whatever favoring circumstances, which has any such record for one year, or for ten, in the amount or the quality of the work done; and if any friend of the high school has knowledge of such an instance, we hope to learn it.

"This institution for twenty-eight years, ending with 1861, sent over 1,000 to college, while it took the Boston Latin School forty-six years, ending with the same date, to send 600; nearly twice as long to send a little more than half as many.

"Consider also the result accomplished by Williston Seminary, which has been incorporated only about thirty years. During the last ten years it has graduated about 300 and sent 200 to college.

"Again, Kimball Union Academy, now nearly sixty years old, yet never having had more than one-fifth of the endowment of Williston, has a record worthy of our attention. Its graduates number 1,200. In the last ten years it has sent out 350, one-half of whom have entered college."

* * * * * * * *

this, as showing the condition of instruction in the elementary English branches in different parts of the country.

SUPERIOR INSTRUCTION—TABLE VIII.

Passing to superior instruction, attention is invited to the following summary from the table of colleges:

State or Territory.	No. colleges reported.	No. reporting date of charter.	No. *not* reporting date of charter.	No. reporting *only* preparatory students.	No. reporting collegiate students.	No. *not* reporting students by classes.	No. *not* reporting degrees conferred in course.	No. not reporting libraries.	Years in course.				
									No. not reporting.	No. four years.	No. three years.	No. two years.	No. over four years.
Alabama	5	3	2	1	3	5	2	1	2	2	....	....	1
Arkansas	2	1	1	2	.....	2	2	1	....	2	....	....	....
California	13	10	3	4	7	9	8	4	4	8	1	....	....
Connecticut	3	3	.....	.....	3	.....	.....	.....	....	3	....	....	....
Delaware	1	1	.....	.....	1	.....	1	.....	....	1	....	....	....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....
Georgia	5	3	2	.....	4	3	2	1	....	5	....	....	....
Illinois	22	16	6	2	18	6	7	7	2	15	1	3	1
Indiana	16	10	6	.....	15	3	5	3	3	12	....	....	1
Iowa	13	11	2	1	11	4	4	2	....	10	1	....	2
Kansas	5	2	3	1	3	2	4	2	....	4	....	....	1
Kentucky	9	7	2	.....	6	5	4	5	1	6	....	....	2
Louisiana	5	3	2	.....	4	1	4	2	1	2	2	....	....
Maine	3	3	.....	.....	3	1	.....	.....	....	3	....	....	....
Maryland	10	6	4	1	5	7	6	2	2	7	....	....	1
Massachusetts	6	5	1	.....	4	2	2	.....	....	6	....	....	....
Michigan	6	3	3	1	5	1	.....	2	....	6	....	....	....
Minnesota	3	3	.....	.....	3	1	3	.....	....	2	....	....	1
Mississippi	5	4	1	1	2	4	4	1	1	3	....	....	1
Missouri	17	14	3	4	9	10	10	7	2	11	1	2	1
Nebraska	1	1	.....	1	.....	1	1	.....	....	1	....	....	....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....
New Hampshire	1	1	.....	.....	1	.....	.....	.....	....	1	....	....	....
New Jersey	3	3	.....	.....	3	1	.....	1	...	2	....	....	1
New York	21	15	6	1	17	5	7	2	2	15	....	....	4
North Carolina	5	5	.....	.....	5	1	.....	.....	1	4	....	....	....
Ohio	28	24	4	4	23	6	9	4	....	24	....	1	3
Oregon	3	1	2	.....	3	3	2	1	2	1	....	....	....
Pennsylvania	26	22	4	1	21	5	10	5	6	17	1	1	1
Rhode Island	1	1	.....	.....	1	.....	.....	.....	....	1	....	....	....
South Carolina	6	4	2	.....	2	4	3	2	2	4	....	....	....
Tennessee	13	10	3	1	8	7	6	4	7	6	....	....	....
Texas	6	3	3	.....	2	5	5	3	2	2	....	....	2
Vermont	3	3	.....	.....	3	.....	.....	.....	....	3	....	....	....
Virginia	9	7	2	1	6	7	3	1	3	5	1	....	....
West Virginia	4	2	2	1	3	2	3	1	1	3	....	....	....
Wisconsin	10	8	2	.....	8	3	2	2	2	8	....	....	....
District of Columbia	5	5	.....	1	4	2	1	1	....	3	....	....	2
Colorado	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....

Table VIII—Continued.

State or Territory.	No. colleges reported.	No. reporting date of charter.	No. *not* reporting date of charter.	No. reporting *only* preparatory students.	No. reporting collegiate students.	No. *not* reporting students by classes.	No. *not* reporting degrees conferred in course.	No. not reporting libraries.	Years in course.				
									No. not reporting.	No. four years.	No. three years.	No. two years.	No. over four years.
New Mexico	1	.....	1	.....	.....	1	1	.....	1	....	....	....	....
Utah	1	1	.....	.....	1	.....	1	.....	....	....	1	....	....
Washington	2	1	1	1	.....	2	2	2	1	1	....	....	....
Total	298	225	73	30	217	121	124	69	48	209	9	7	25

State or Territory.	No. of faculty.	No. of students.			No. of females.		No. of post-graduates.	Degrees conferred in course.		No. of honorary degrees.
		Unclassified.	Preparatory.	Collegiate.	Preparatory.	Collegiate.		A. B.	A. M.	
Alabama	51	120	130	357	42	.....	.....	4	4	.....
Arkansas	7	.....	187	.....	.....	.....	.....	.....	.....	.....
California	132	127	1,129	504	60	27	.....	6	7	.....
Connecticut	87	.....	.....	795	.....	4	50	173	33	35
Delaware	5	.....	93	12	48	.....	.....	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	31	7	105	548	.....	.....	2	78	15	3
Illinois	191	230	2,179	1,441	548	190	9	98	54	9
Indiana	157	366	1,038	1,001	218	125	8	55	13	9
Iowa	122	172	1,044	542	364	121	1	46	32	8
Kansas	35	119	143	90	.....	46	6	1	.....	.....
Kentucky	84	172	163	492	13	1	7	21	11	2
Louisiana	45	200	177	155	25	4	.....	.....	2	2
Maine	36	.....	68	284	.....	.....	4	46	19	19
Maryland	109	430	318	235	11	56	2	19	6	5
Massachusetts	101	.....	.....	1,086	.....	.....	11	204	115	17
Michigan	59	58	547	537	165	96	9	73	12	8
Minnesota	27	40	318	99	87	11	.....	.....	.....	.....
Mississippi	55	205	467	152	90	.....	.....	13	.....	3
Missouri	174	378	1,427	806	128	75	4	32	2	1
Nebraska	6	.....	48	.....	.....	.....	.....	.....	.....	2
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	33	.....	.....	264	.....	.....	.....	69	23	17
New Jersey	47	.....	175	613	.....	.....	7	124	80	18
New York	330	741	2,349	2,201	.....	54	29	198	84	33
North Carolina	28	9	112	558	8	66	4	28	14	6
Ohio	236	529	2,580	1,896	1,731	303	28	224	67	33
Oregon	21	148	315	181	90	10	1	.....	4	1
Pennsylvania	293	834	1,208	1,625	166	105	6	226	86	6
Rhode Island	11	.....	.....	224	.....	.....	.....	44	.....	5
South Carolina	39	286	104	105	.....	.....	.....	22	10	1

State or Territory.	No. of faculty.	No. of students.			No. of females.		No. of post-graduates.	Degrees conferred in course.		No. of honorary degrees.
		Unclassified.	Preparatory.	Collegiate.	Preparatory.	Collegiate.		A. B.	A. M.	
Tennessee	110	667	972	372	200	33	.....	31	4	7
Texas	44	423	115	155	.....	.....	.....	.....	.....	4
Vermont	27	.....	.....	128	.....	6	.....	19	6	9
Virginia	89	.....	155	1,078	.....	.....	5	33	19	17
West Virginia	27	136	176	174	15	.....	.....	4	.....	4
Wisconsin	104	130	928	384	239	83	5	42	18	19
District of Columbia	70	60	303	143	13	3	.....	30	6	8
Colorado	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	4	51	.....	.....	.....	.....	.....	.....	.....	.....
Utah	8	.....	355	12	.....	.....	.....	.....	.....	.....
Washington	5	56	48	.....	.....	.....	.....	.....	.....	.....
Total	3,040	6,694	19,476	19,249	4,261	1,419	198	1,963	746	341

It will be seen that of the 298 institutions reported, 225 report the date of their charter, and 73 do not thus report; 30 report only preparatory students; 217 report collegiate students; 121 do not report students by classes; 124 do not report the degrees conferred in course; 69 do not report their libraries.

It should be noticed that there are reported 3,040 instructors; that there are 6,694 unclassified students; that 19,476 students are in preparatory courses; that there are 19,260 in collegiate courses, and that 198 are reported as resident, or post-graduate students.

There were conferred at the last commencement day the degree of A. B. in course upon 1,963 individuals, the degree of A. M. in course upon 746, and various honorary degrees upon 341.

Connected with these institutions there are reported 4,261 female preparatory students; and in the collegiate departments, 1,419. Of these, 10 only are in New England colleges.

With reference to the number of years in the courses of study, 48 do not make any report; 209 report 4 years; 9 report 3 years; 7 report 2 years, and 25 report over 4 years. These last evidently include both the preparatory and collegiate courses.

In Arkansas, Delaware, Florida, Louisiana, Minnesota, Nebraska, Nevada, Oregon, Texas, Colorado, New Mexico, Utah, and Washington Territory, no institutions are reported to have conferred the degree of A. B.

Tracing the difference of work done in various States, it will be observed that in California the 132 persons reported as embraced in college faculties had under instruction 127 unclassified students, 1,129 preparatory students, and 504 collegiate, and that only six persons received the degree of A. B., while in Connecticut 87 college professors

had under instruction 795 collegiate students, and graduated 173 with the degree of A. B.

If the whole number—19,249—reported as in the collegiate courses of instruction completed that course, there should be conferred annually about 4,800 degrees of A. B., instead of 1,963, as now reported.

The summary here attempted, of the results of this grade of instruction, it is hoped, can be repeated until completeness is secured. What a commentary do these figures furnish upon the disposition of American youth to terminate their course of study! How they emphasize the necessity of elevating our conceptions and standards of culture, and increasing and multiplying the motives to induce the young to extend the period of their study.

In the midst of the ignorant boasting of the intelligence of the American people, (and we all have sufficient inclination to boast of our country's merits,) the best informed have felt deeply the inadequacy of instrumentalities and results in the direction alike of elementary and higher education. It will be seen by a careful examination of the data already given how well-founded are these apprehensions. Shall light increase or diminish? Shall we as a people go forward or backward?

An able and very suggestive writer observes: "A large part, a very large part, of the world seems to be ready to advance to something good—to have prepared all the means to advance to something good—and then to have stopped and not advanced. India, Japan, China, almost every sort of oriental civilization, though differing in nearly all other things, are in this alike. They look as if they had paused when there was no reason for pausing; when a mere observer from without would say they were likely not to pause."

Shall a similar record be made of the United States? Whether there shall or not turns upon the consideration given this subject of education. Shall elementary, secondary, and superior instruction be made enough in quality and amount to assure the stability and progress of this great people? The opportunity is before us as a nation. We have the extent of territory, the variety and richness of soil, and the diversity and salubrity of climate, and intermediate oceans to save us from interference by others. The expectation and the coming of all other nations are toward us.

The nature of our institutions and the incentives to personal and associated effort afford conditions of success not possible elsewhere under other forms of government; but, if the result is to be attained, this one purpose must penetrate every grade of mind.

The multiplied forces that may contribute to this end must be harmonized and rendered active. The citizen must never expect to escape from this responsibility in reference to education, and his appropriate contribution to that of others must go on till the day of his death. The higher he rises in position and trust, the greater (not the less, as some seem to think) is his responsibility.

The advanced student in our colleges must be so instructed as to encourage him to thoroughly complete the collegiate curriculum, and the curriculum itself must, as time goes on, assume the form, include the studies, and become prepared to furnish the culture which our institutions and modern times unite in demanding. Original investigation in science, in history, and in political and social economy must be fostered, and the devoted and self-sacrificing investigators of these subjects must be encouraged by sympathy, respect, and substantial support. It is by these means alone that our political institutions can be improved; that our seats of learning can continue to flourish; that our vast material prosperity can hereafter gain proportionate advances.

Our distinguished and venerated citizen, Professor Louis Agassiz, of Cambridge, Massachusetts, expressed opinions, in the course of a conversation in this office, which I have his permission to publish, and to which I would call attention in connection with these statistics:

The question is how to manage education so as to elevate the character of the nation.

There are three elements in which you are equally interested. One is to bring out this class of States, where there is a practically ignorant population; though I am not as much interested in that class of efforts, I see that no effort in the higher walks of knowledge can be really sustained unless we can remove entirely this dead load by dragging the low stratum to a higher level. We must not allow such a distinction to become permanent—of States where schools are nothing, and those where they are well provided for.

Another element is to take care of the public schools. I am telling my friends in Massachusetts a very bitter thing, and I have become bolder and bolder in saying that I am under the impression that the whole system of popular education is superannuated; that what is taught is no longer the food which the rising generation really wants most; and that the very knowledge that is taught is not the best. So that I would change both the substance and the methods of our popular schools.

And then, thirdly, our higher institutions of learning are utterly inadequate to give our young men that kind of instruction which will place them on the highest level of culture, and enable those that have not the means to go abroad to get an equally good education at home. We should never be satisfied until our institutions have attained such a superiority that European students shall find it necessary to come here.

* * * * * * * * * *

I grant that the lowest strata from Europe are at once raised by coming to the United States, but our colleges are of an inferior character. It is a mistake to suppose that this is a necessity of slow growth. Our institutions of learning can be called into existence very rapidly. * * * * * * *

The very fact that there is no university in the United States, the intellectual interests of which are managed by professors, but always by a corporation outside, shows that we do not understand what a university is. The men who are in it must know better what are the wants of an institution of learning than outsiders. I believe there is no scientific man who will concede that there can be a university managed to the best advantage by anybody but those interested in its pursuits, and no body of trustees can be so interested.

Not only do material restrictions hamper the instructors, but who is the man who knows what is best to teach? And you see every organization, every college which is got up by outsiders, has to prosecute a curriculum and the professors have to teach that. That is all wrong for a university, but not for a high school. And that is why we have no university and no students of a higher order coming to us from the Old

World. That is as plain as daylight. Those are the essential conditions of a university.

Again, among teachers there are two classes of men, those who know what they are teaching just as well as anybody else, but who have not the natural disposition or qualification to increase the knowledge of mankind, and those who devote their lives to the production of new knowledge, and who are at the same time able to teach.

But many of the most productive thinkers are not teachers at all; they are a class of men whom the country does not recognize; they are men of original research who are not born teachers, but find they must assume the duties of instruction in order to obtain recognition. We should learn the conditions of success; and a condition of success in this matter is not to put a man with one power to do that which requires another power. * * * * * * * * *

Professor Henry says the resources of the Smithsonian Institution are too small for the work to be done. Some gentlemen think the income of the institution ample. I thoroughly agree with Professor Henry, that its resources are entirely inadequate. For one solitary department at our museum of zoölogy we spend annually more than the sum total of the income of the Smithsonian Institution, which is to cover publications, the scientific, archæological, and zoölogical department, and which is to provide for the museum, the preservation of the collection, and the printing of the investigations as submitted.

We deal with one solitary subject, zoölogy, and for that department, for the last five years, we have spent annually sixty-five thousand dollars.

And the sum total of the income of the Smithsonian Institution is forty-five thousand dollars.

We have only $10,500 annually derived from the income, the rest is the result of my begging from private individuals, and the legislature, and all around. * * *

Improve the character of the teachers, and let the teachers have a little more to do with teaching than simply hearing recitations, so that the teacher shall be a teacher, and not a mere machine to hear recitations.

The following opinions of Professor John Tyndall, furnished by himself at my request, are quite harmonious with those expressed by Professor Agassiz:

This is the core of the whole matter, as regards science. It must be cultivated for its own sake, for the pure love of truth, rather than for the applause or profit that it brings. And now, though my occupation is gone, still I will bespeak your tolerance for a few concluding remarks in reference to the men who have bequeathed to us the vast body of knowledge of which I have sought to give you some faint idea in these lectures. What was the motive that spurred them on? What the prize of their high calling for which they struggled so assiduously? What urged them to those battles and those victories over reticent nature, which have become the heritage of the human race? It is never to be forgotten that not one of those great investigators, from Aristotle down to Stokes and Kirchoff, had any practical end in view, according to the ordinary definition of the word "practical." They did not propose to themselves money as the end, and knowledge as a means of obtaining it. For the most part they nobly reversed this process—made knowledge their end, and such money as they possessed the means of obtaining it. * * * * * *

To many of their contemporaries it would have appeared simply ridiculous to see men, whose names are now stars in the firmament of science, straining their attention to observe an effect of an experiment almost too minute for detection. * * *

That scientific discovery *may* put not only dollars into the pockets of individuals, but millions into the exchequers of nations, the history of science amply proves, but the hope of its doing so is not the motive-power of the investigator. It never can be his motive-power. I know that I run some risk in speaking thus before practical men. I know what De Tocqueville says of you. "The man of the North," he says, "has not

only experience but knowledge. He, however, does not care for science as a pleasure, and only embraces it with avidity when it leads to useful applications." * * *

Surely no two terms were ever so much distorted and misapplied with reference to man in his higher relations than these terms useful and practical. * * *

People sometimes speak as if steam had not been studied before James Watt, or electricity before Wheatstone and Morse; whereas, in point of fact, Watt and Wheatstone and Morse, with all their practicality, were the mere outcomes of antecedent forces, which acted without reference to practical ends. * * * *

Strip a strong arm and regard the knotted muscles when the hand is clinched and the arm bent. Is this exhibition of energy the work of the muscles alone? By no means; the muscle is the channel of an influence without which it would be as powerless as a lump of plastic dough. At the present time there is a cry in England for technical education, and it is the expression of a true national want, but there is no outcry for original investigation. Still, without this, as surely as the stream dwindles when the spring dries, so surely will their technical education lose all force of growth, all power of reproduction.

To keep society as regards science in healthy play, three classes of workers are necessary: First, the investigators of natural truth, whose vocation is to pursue that truth, and extend the field of discovery for the truth's own sake, and without any reference to practical ends; secondly, the teacher of natural truth, whose vocation is to give public diffusion to the knowledge already won by the discoverer; thirdly, the applier of natural truth, whose vocation is to make scientific knowledge available for the needs, comforts, and luxuries of life. These three classes ought to co-exist and interact. Now, the popular notion of science, both in this country and in England, often relates, not to science strictly so called, but to the application of science. Such applications, especially on this continent, are so astounding—they spread themselves so largely and umbrageously before the public eye—as to shut out from view those workers who are engaged in the profounder business of discovery.

Take the electric telegraph as an example, which has been repeatedly forced upon my attention of late. I am not here to attennate in the slightest degree the services of those who, in England and America, have given the telegraph a form so wonderfully fitted for public use. Assuredly they earned a great reward, and assuredly they have received it. But I should be untrue to you and to myself if I failed to tell you that, however high in particular respects their claims and qualities may be, practical men did not discover the electric telegraph. The discovery of the electric telegraph implies the discovery of electricity itself, and the development of its laws and phenomena. Such discoveries were not made by practical men, and they never will be made by them, because their minds are beset by ideas which, though of the highest value from one point of view, are not those which stimulate the original discoverer. The ancients discovered the electricity of amber; and Gilbert in the year 1600 extended the force to other bodies. Then followed other inquirers, your own Franklin among the number. But this form of electricity, though tried, did not come into use for telegraphic purposes. Then appeared the great Italian, Volta, who discovered the source of electricity, which bears his name, and applied the most profound insight and the most delicate experimental skill to its development. Then arose the man who added to the powers of his intellect all the graces of the human heart, Michael Faraday, the discoverer of the great domain of magneto-electricity. Oersted discovered the deflection of the magnetic needle, and Arago and Sturgeon the magnetization of iron by the electric current. The voltaic circuit finally found its theoretic Newton in Ohm; while, at Princeton, Henry pushed forward the course of experimental inquiry. Here you have all the materials employed at this hour in all the forms of the electric telegraph. Nay, more, Gauss, the celebrated astronomer, and Weber, the celebrated natural philosopher, both professors in the University of Göttingen, wishing to establish a rapid mode of communication between the observatory and the physical cabinet of the university, did this by means of an electric telegraph. The force, in short, had been dis-

covered, its laws investigated and made sure, the most complete mastery of its phenomena had been attained, nay, its applicability to telegraphic purposes demonstrated, by men whose sole reward for their labors was the noble joy of discovery, and before your practical men appeared at all upon the scene.

Are we to ignore all this? We do so at our peril. For I say again, behind all your practical applications there is a region of intellectual action to which practical men have rarely contributed, but from which they draw all their supplies. Cut them off from this region and they become eventually helpless. * * * * *

You are familiar with the writings of De Tocqueville, and must be aware of the intense sympathy which he felt for your institutions; and this sympathy is all the more valuable from the philosophical candor with which he points out not only your merits but your dangers.

He wrote some three and twenty years ago, and perhaps would not write the same to-day; but it will do nobody any harm to have his words repeated, and, if necessary, laid to heart. In a work published in 1850 he says: "It must be confessed that, among the civilized peoples of our age, there are few in which the highest sciences have made so little progress as in the United States."

De Tocqueville evidently doubts the capacity of a democracy to foster genius as it was fostered in the ancient aristocracies. "The future," he says, "will prove whether the passion for profound knowledge, so rare and so fruitful, can be born and developed so readily in democratic societies as in aristocracies." * * * * *

It rests with you to prove whether these things are necessarily so; whether the highest scientific genius cannot find in the midst of you a tranquil home. I should be loath to gainsay so keen an observer, and so profound a political writer, but since my arrival in this country I have been unable to see anything in the constitution of society to prevent any student, with the root of the matter in him, from bestowing the most steadfast devotion on pure science. If great scientific results are not achieved in America, it is not to the small agitations of society that I should be disposed to ascribe the defect, but to the fact that the men among you who possess the genius for scientific inquiry are laden with duties of administration or tuition so heavy as to be utterly incompatible with the continuous and tranquil meditation which original investigation demands. I do not think this state of things likely to last. I have seen in America a willingness on the part of individuals to devote their fortunes, in the matter of education, to the service of the commonwealth, for which I can not find a parallel elsewhere.

This willingness of men to devote private fortunes to public purposes requires but wise direction to enable you to render null and void the prediction of De Tocqueville. Your most difficult problem will be not to build institutions, but to make men; not to form the body, but to find the spiritual embers which shall kindle within that body a living soul. You have scientific genius among you; not sown broadcast, believe me, but still scattered here and there. Take all unnecessary impediments out of its way.*

CULTURE, AND ITS PRACTICAL USE IN INSTRUCTION.

But while it is true that original investigation may not be sufficiently encouraged, we have to confess many other deficiencies in respect to superior instruction in our country.

The genius which leads in unfolding the secrets of material nature for the use of mankind must indeed be fostered, but no less that genius which leads the activities of men in right directions; that common sense

* Professor Tyndall sought practically to carry out his own suggestion, and set apart the net proceeds of his lectures in this country, delivered at Boston, Philadelphia, Baltimore, Washington, Brooklyn, New Haven, and New York, amounting to $13,000, and conveyed the same in trust to a committee, composed of Professor Joseph Henry, General Hector Tyndall, and Professor E. L. Youmans, who may expend the income in aid of students who devote themselves to original research.

and personal integrity essential to the highest results in the multifarious affairs in which the American citizen is called to act.

Undoubtedly students must, for the years of instruction, withdraw themselves from all active pursuits to secure the full advantage of concentrated attention, so as to put all the elements of mind in the healthiest condition of growth—of acquisition and discipline—yet there may be a seclusion which will totally unfit them for active affairs. Whatever there is of hot-house life, which renders growth in the sunshine and air that nature provides injurious or fatal, should be avoided in the school.

The student, as he penetrates the depths of science and literature in the author or text-book which is furnished, or to which reference is made, can, with tact on the part of the teacher, be brought to apply his thoughts with equal disciplinary effect to the characters and events of to-day, to the current developments of science, history, and literature, with advantage to his enthusiasm and the appropriate application of his discriminations and principles of judgment to questions of duty when he assumes the responsibilities of active life.

There are here and there in our colleges excellent illustrations of what I believe could be easily made universal, to the advantage alike of our country and of our superior instruction.

An eminent illustration is presented in the chapel-talks of M. B. Anderson, LL. D., president of Rochester University.

I have obtained from Professor J. H. Gilmore a description of these "talks."

It would be impossible to give an adequate idea of the nature of those "talks" or of the influence which they have in educating, restraining, and ennobling our "boys." They *are*, emphatically, "talks"—not lectures, sermons, or orations. Very rarely, I think, does the doctor make the slightest preparation for them. Oftenest—and always when at their best—they are impromptu. Some passage in the Scripture which he is reading flashes a new light upon his soul; or some paragraph in the morning's paper comes back to him with an application to the young men before him which he had not thought of when he read it; or his intense desire for the welfare of his charge reminds him of tendencies which he may have detected in a wrong direction—and he finds himself talking before he is aware of it.

The theme may be anything you please, almost. Some movement in European politics, the significance of which is likely to be overlooked, or misconstrued, by those who forget that history in making is as interesting as history made; the death of some great man, or the discomfiture of some little one; a question of practical morality or personal religion; the claims of the age on its educated men, and the way in which those claims may be met; incipient tendencies in college to indolence and insubordination—all is fish that comes to the doctor's net. Two or three days ago he defended the thesis that the reason why some men of splendid endowments and substantial attainments failed of the very highest success, was that they lacked the faculty of adaptation to the demands of their fellows. When Henry J. Raymond died, he gave us an estimate of the value of education to the editor, and the kind of education which the editor ought to have. The assassination of James Fisk suggested the thought that roguery always comes to grief in the long run. "Disestablishment" in Ireland, communism in France, railway monopolies in our own country, are all themes which were discussed when at their freshest, and with such reference to fundamental princi-

ples, with illustrations so apt and so various, that I am not certain that the doctor's colleagues were not the most interested of his hearers.

The doctor's manner in the chapel is, of course, familiar and unpretending, as a man's manner is likely to be who hardly knows that he is talking at all—much less thinks that he is talking *well*. He rarely speaks over ten or fifteen minutes.

His English is of that terse, vigorous, idiomatic kind which gives his hearers faith in their mother-tongue. His illustrations are frequent and thoroughly effective. Often, in his chapel-talks, he rises to a degree of eloquence which I have never heard him attain on the rostrum or in the pulpit; but it is the eloquence of downright scorn for all that is mean, and hearty sympathy with all that is pure and manly.

Sometimes he is learned—always he is characterized by that practical good sense which has made him, to my mind, the first of American educators. With less of refined culture than some, and less of minute scholarship than others, he has a breadth of information, a grasp of intellect, and a depth of sympathy, which make him just the man to help college-students, by his chapel-talks, to refer current events to scientific categories.

That confidence in his mental affluence which leads him to scatter his gifts with such a lavish hand—never holding himself in reserve for "a suitable occasion"—is, after eight years of intimate acquaintance, what, perhaps, impresses me most in President Anderson. *His* suitable occasion is when he can get face to face with even a single man whom he can help in any way; and nowhere is that fact more apparent than in his chapel-talks.

Of course, after what I have said, you will see that any formal statement with reference to this feature in our course at Rochester is out of the question. It would, doubtless, be as effective an agency for good in every college as here.

SUPERIOR INSTRUCTION OF FEMALES.—TABLE IX.

The number of these institutions reported is 175, with 1,617 instructors, of whom 449 are male and 1,168 female, and a total of 11,288 students.

The number of institutions in each State is—

In Alabama	8	In Massachusetts	6	In Oregon	1
In California	3	In Michigan	3	In Pennsylvania	14
In Connecticut	4	In Minnesota	1	In South Carolina	1
In Delaware	1	In Mississippi	5	In Tennessee	8
In Georgia	16	In Missouri	5	In Texas	3
In Illinois	10	In New Hampshire	3	In Vermont	1
In Indiana	3	In New Jersey	3	In Virginia	13
In Kansas	1	In New York	25	In West Virginia	2
In Kentucky	7	In North Carolina	9	In Wisconsin	3
In Maryland	3	In Ohio	13		

The institutions are distributed denominationally as follows:

Presbyterian	17	Protestant Episcopal	11	Christian	2
Baptist	20	Congregational	5	U. Baptist	1
Roman Catholic	18	Lutheran	3	Reformed	1
Methodist Episcopal	14	Moravian	2	Undetermined	67
Methodist	12	Union	2		

Attention is directed to the remarks in connection with secondary instruction.

Those who are desirous of consolidating the statistics of superior

instruction for males and females, will observe that the 473 institutions reported of both classes have 4,657 instructors, and 56,905 scholars.

SCHOOLS OF SCIENCE.—TABLE X.

Schools of this character present a gratifying gain, as will be seen by bringing the following summaries, drawn from the tables of these institutions, into comparison with the similar summaries for the previous year. Opening in some measure a new field of instruction in this country, they are helping in the solution of all questions of special education.

The cost of their apparatus must be much greater than that so far used in aid of classical training.

The practice essential to their success is expensive, and it may be that the interests of culture will require that further aid be judiciously bestowed by the General Government. The promotion of any department of learning is likely to work advantage in the end to all culture.

It is gratifying to observe the rallying of private wealth to the support of scientific and industrial education.

It should be remarked that while, for the present, these institutions are necessarily classed together in the tables from which the following facts are drawn, that there is among them great diversity of aim and method.

I regret that any States have yet to be reported as without organization under the grant of land by Congress for this purpose.

In some States, however, where no students are reported, the organization is now rapidly approaching completion, and by another year no doubt a considerable attendance can be reported.

Statistical summary of schools of science endowed by the national grant of lands.

States.	Number.	Total number of persons in faculty.	Students.			Total number of degrees conferred at last commencement.
			No. in regular course.	No. in special course.	No. in preparatory course.	
Alabama	1	8	*103			
Arkansas	1	5			92	
California	1	10	*95			
Connecticut	1	27	156	16		23
Delaware	1	6	22	1		
Florida	*a*0					
Georgia	*b*1					
Illinois	1	27	386	2		
Indiana	*b*1					
Iowa	1	12	201		19	
Kansas	1	12	27		170	
Kentucky	1	11	*217			
Louisiana	*b*0					
Maine	1	9	71			5

* Students unclassified. *a* Not yet established. *b* Scientific school not yet organized.

Statistical summary of schools of science—Continued.

States.	Number.	Total number of persons in faculty.	Students.			Total number of degrees conferred at last commencement.
			No. in regular course.	No. in special course.	No. in preparatory course.	
Maryland	1	9	50		97	
Massachusetts	2	74	440	30		35
Michigan	1	11	113	13		13
Minnesota	1	9	*117			
Mississippi	2	12	*c*			5
Missouri	2	10	*d*			
Nebraska	1		*c*			
Nevada	0		*a*			
New Hampshire	1	10	23			11
New Jersey	1	12	50			†20
New York	1	49	*d*			65
North Carolina	1		*a*			
Ohio	1		*b*			
Oregon	1	6	22			
Pennsylvania	1	10	80			2
Rhode Island	1		*d*			†5
South Carolina	1		*c*			
Tennessee	1	14	*d*			
Texas	1		*b*			
Vermont	1	8	25			7
Virginia	2	18	*e*203			
West Virginia	1	19	31	2		
Wisconsin	1	13	97			‡37
Total	38	411	2,529	64	378	228

* Students unclassified. † Including 1 honorary. ‡ Including 2 honorary.
a Not yet established. *b* Scientific school not yet organized.
c No students reported. *d* See Table VIII.—Colleges.
e Blacksburgh Agricultural and Mechanical College; students not reported; just organized.

Statistical summary of schools of science (including collegiate departments) not endowed by national land-grants.

States.	Number.	Total number of persons in faculty.	Students.			Total number of degrees conferred at last commencement.
			No. in regular course.	No. in special course.	No. in preparatory course.	
California	1	10	32			1
Illinois	2	19	100	1	144	3
Indiana	1	4	15			
Iowa	1	13	44			7
Maine	1	22	53	1		2
Massachusetts	2	28	*a*131	1		1

a Students unclassified.

Statistical summary of schools of science, (including collegiate departments)—Continued.

States.	Number.	Total number of persons in faculty.	Students.			Total number of degrees conferred at last commencement.
			No. in regular course.	No. in special course.	No. in preparatory course.	
Michigan	2	21	168	.....	*b*150	51
Missouri	2	16	81	.....	.....	4
New Hampshire	2	21	66	.....	4	11
New Jersey	1	7	50	.....	.....	.....
New York	4	58	287	*c*64	63	47
Ohio	4	42	377	5	*b*170	20
Oregon	1	5	79	.....	.....	3
Pennsylvania	4	22	102	14	*b*40	7
Tennessee	1	5	12	.....	.....	.....
Virginia	3	20	*a*130	40	.....	21
	32	313	1,727	126	571	178
	38	411	2,529	64	378	4 H., 224
	70	724	4,256	190	949	4 H., 402

a Students unclassified. *b* Reported in "partial course." *c* Includes 48 unclassified students.

THEOLOGICAL SCHOOLS.—TABLE XI.

The whole number of theological schools reported is 108, with 435 instructors and 3,351 students. The schools are distributed among the different denominations as indicated by the following table:

Denomination.	No. of seminaries.	No. of professors.	No. of students.	Denomination.	No. of seminaries.	No. of professors.	No. of students.
Presbyterian	15	69	608	Free Baptist	2	10	32
Baptist	17	58	552	Evangelical Lutheran	2	7	28
Roman Catholic	15	84	501	Union Evangelical	1	8	27
Congregational	7	47	324	Moravian	1	3	25
Lutheran	11	28	316	Unitarian	1	7	22
Methodist Episcopal	8	26	272	United Bretheren	1	1	11
Protestant Episcopal	9	39	239	African Methodist Episcopal	1	.....	8
Christian	2	5	136	New Jerusalem	1	4	.....
Reformed	5	12	105	Unknown	3	5	19
United Presbyterian	4	13	81				
Universalist	2	9	45	Total	108	435	3,351

Of these seminaries there are—

In Alabama	1	In New Jersey	4
In California	2	In New York	12
In Connecticut	3	In North Carolina	1
In Georgia	1	In Ohio	12
In Illinois	10	In Pennsylvania	14
In Indiana	1	In South Carolina	2
In Iowa	4	In Tennessee	2
In Kentucky	6	In Texas	1
In Louisiana	1	In Vermont	1
In Maine	2	In Virginia	5
In Maryland	3	In West Virginia	1
In Massachusetts	7	In Wisconsin	4
In Michigan	2	In District of Columbia	2
In Missouri	4		

LAW SCHOOLS.—TABLE XII.

There are forty-two law schools in the United States, with one hundred and fifty-one instructors, and 1,976 students.

The number of schools in each State is as follows:

In Connecticut	1	In New York	5
In Georgia	1	In North Carolina	1
In Illinois	2	In Ohio	3
In Indiana	3	In Pennsylvania	4
In Iowa	2	In South Carolina	1
In Kentucky	1	In Tennessee	2
In Louisiana	1	In Texas	1
In Massachusetts	2	In Virginia	3
In Michigan	1	In Wisconsin	1
In Mississippi	1	In District of Columbia	4
In Missouri	2		

MEDICAL, DENTAL, AND PHARMACEUTICAL INSTITUTIONS.—TABLE XIII.

The table of medical and kindred schools gives a total of ninety-two institutions. Of these 61 are known as regular, with 607 instructors and 4,887 students; 3 as eclectic, with 25 instructors and 259 students; there are 9 dental schools with 58 instructors and 199 students; and 13 pharmaceutical schools with 36 instructors and 650 students. Of those denominated regular, Alabama, Connecticut, Indiana, Louisiana, Maine, New Hampshire, North Carolina, Oregon, Texas, and Vermont have each one; California, Iowa, Kentucky, Maryland, Massachusetts, Michigan, South Carolina, Tennessee and Virginia, two; Georgia, Illinois, and West Virginia, three; Pennsylvania, four; Missouri, five; Ohio, six; and New York, nine. Of the eclectic, Illinois, New York, and Ohio have one each. Of the homœopathic, Louisiana, Maryland, Missouri, New York, and Ohio have each one; Pennsylvania and Massachusetts, two. Of the pharmaceutical, Illinois, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New York, Pennsylvania, and the District of Columbia have each one, and North Carolina, two.

ACTION OF THE NEW YORK LEGISLATURE RESPECTING MEDICAL EXAMINATIONS.

In observing the indications of progress during the past year, the action of the legislature of New York with regard to medical diplomas should not be omitted. The act was passed May 16, 1872, providing that "the regents of the University of the State of New York shall appoint one or more boards of examiners in medicine," of seven members each, "who shall have been licensed to practice physic and surgery in the State." The examiners are required to examine faithfully all candidates referred to them for that purpose by the chancellor of the university, according to each of the systems of practice represented by the several medical societies of the State, and report to him in writing the questions and answers of each examination, which reports, and the opinions of the examiners, are to be forever a part of the public records of the university.

"Any person over twenty-one years of age, of good moral character," on applying to the chancellor for an examination, and paying thirty-five dollars into the treasury of the university, can receive an order to that effect, if he shows that he has a competent knowledge of the branches taught in the common-schools of the State and of the Latin language; that he has studied medicine diligently under the direction of one or more physicians, duly qualified, for three years, and that he has been licensed, on examination, by certain specified authority.

The regents of the university, on examining the reports of the examiners, and finding that not less than five members of the board of examiners have voted in favor of a candidate, shall issue a diploma to him or her, conferring the degree of M. D. of the university of the State of New York, to practice physic and surgery.

Attention is respectfully invited to an opinion expressed in an article on "Medical Education in the United States," among the papers accompanying the report of this Bureau for 1870, in which it was strongly urged that, in the matter of conferring degrees, the ruling power of the State should have enough interest to insure the proper action by medical colleges, not in order to discriminate between the different systems of practice, but to such an extent as "to insist that every person, regular, eclectic, or homœopathic, who practices medicine or surgery, shall have studied a specified time in a specified way, and passed a specified examination before boards selected by the executive."

LIBRARIES.—TABLE XIV.

In the reports of this Bureau for 1870 and 1871, in recognition of the educational importance of libraries, attempts were made to include information of the principal ones as far as possible. During the past year a much more extended inquiry has been made upon this subject, and

the results are correspondingly more satisfactory. The following is a summary of these, upon the leading points of inquiry:

States.	No. of libraries.				Volumes.	Pamphlets.	Manuscripts.	No. reporting their weekly circulation.	Weekly circulation.
	Total.	Circulating & reference.	Reference.	Circulating.					
Alabama									
Arkansas	1			1	1,800	20		1	50
California	8	6	2		119,860	2,208	2	5	4,350
Connecticut	11	8	1	2	103,896	6,050	52	6	1,809
Delaware	1	1			11,000	200		1	500
Florida									
Georgia	1		1		15,000				
Illinois	8	5	3		42,789	1,460	6	5	6,150
Indiana	5	2	3		51,000	1,430		3	375
Iowa	5	3	2		33,608	8,140		3	233
Kansas	1		1		8,500				
Kentucky	3	1	2		15,589	3		1	250
Louisiana	2	1	1		6,045			1	40
Maine	10	7	1	2	91,166	500	14	8	1,696
Maryland	6	3	3		158,222	13,150	6	2	1,600
Massachusetts	65	48	7	10	1,008,394	476,905	343	47	28,443
Michigan	7	5	2		65,894	5,900		5	2,801
Minnesota	2	1	1		11,100	9,700		1	400
Mississippi	1		1		15,000	8,000			
Missouri	5	2	2	1	106,570	13,820	68	3	3,512
Nebraska	1		1		5,314	13,000			
Nevada									
New Hampshire	14	10	2	2	736,000	4,234	25	11	2,472
New Jersey	6	4	2		39,200	8,500	2,500	2	259
New York	34	20	10	4	789,654	96,407	714	21	16,961
North Carolina	2	2			19,000	2,000			
Ohio	20	14	6		238,201	17,008	2,063	11	6,893
Oregon	1	1			5,330	300		1	300
Pennsylvania	33	21	7	5	478,953	83,406	5,996	17	9,844
Rhode Island	16	14	1	1	147,137	17,358		11	2,512
South Carolina	4	2	2		63,613	200	5		
Tennessee	1		1		18,000				
Texas	1			1	1,200	200	5		
Vermont	6	5	1		50,585	3,150		4	925
Virginia	6	4		2	69,480	11,300	7	3	290
West Virginia									
Wisconsin	3	1	2		30,705	27,275	200	1	56
District of Columbia	15	5	10		414,350	71,775	2,029	5	968
Colorado									
New Mexico									
Utah									
Washington	1		1		5,000	1,000		1	8
Total	306	206	79	31	4,977,164	904,542	14,035	180	93,900

In addition to the replies to the direct inquiries sent from this office

during the past year, the lists of the previous reports have been examined, and information obtained from all other available sources, with the following result:

States.	Altogether.		Per table.		Per list.	
	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.
Alabama	11	30,960	.....	.....	11	30,960
Arkansas	1	1,800	1	1,800	.....	.....
California	23	165,669	8	119,869	15	45,800
Connecticut	31	278,096	11	103,896	20	174,200
Delaware	7	60,254	1	11,000	6	49,254
Florida	.....	.....	.....	.....	.....	.....
Georgia	11	87,600	1	15,000	10	72,600
Illinois	52	234,698	8	42,789	44	191,909
Indiana	23	104,920	5	51,000	18	53,920
Iowa	22	87,258	5	33,608	17	53,650
Kansas	10	23,530	1	8,500	9	15,030
Kentucky	19	99,749	3	15,589	16	84,160
Louisiana	8	23,545	2	6,045	6	17,500
Maine	30	159,380	10	91,166	20	68,214
Maryland	33	285,962	6	158,222	27	127,740
Massachusetts	144	1,479,934	65	1,008,394	79	471,540
Michigan	25	139,724	7	65,894	18	73 830
Minnesota	8	31,850	2	11,100	6	20,750
Mississippi	6	28,140	1	15,000	5	13,140
Missouri	28	196,925	5	106,570	23	90,355
Nebraska	2	7,314	1	5,314	1	2,000
Nevada	.....	.....	.....	.....	.....	.....
New Hampshire	26	808,386	14	736,000	12	72,386
New Jersey	18	135,410	6	39,200	12	96,210
New York	152	1,313,906	34	789,654	118	524,252
North Carolina	14	73,000	2	19,000	12	54,000
Ohio	87	474,300	20	238,201	67	236,099
Oregon	5	14,530	1	5,330	4	9,200
Pennsylvania	117	888,364	33	478,953	84	409,411
Rhode Island	29	217,887	16	147,137	13	70,750
South Carolina	10	99,613	4	63,613	6	36,000
Tennessee	16	95,000	1	18,000	15	77,000
Texas	6	22,344	1	1,200	5	21,144
Vermont	17	73,020	6	50,585	11	22,435
Virginia	26	161,155	6	69,480	20	91,675
West Virginia	4	12,105	.....	.....	4	12,105
Wisconsin	26	113,760	3	30,705	23	83,055
District of Columbia	24	472,850	15	414,350	9	58,500
Colorado	3	4,700	.....	.....	3	4,700
New Mexico	.....	.....	.....	.....	.....	.....
Utah	1	2,205	.....	.....	1	2,205
Washington	1	5,000	1	5,000	.....	.....
Total	1,076	8,514,843	306	4,977,164	770	3,537,679

I have included in the appendix to this annual report a full list of the institutions referred to as far as reported to date; it is hoped that it can soon be given to the public in a separate and improved form.

Thus far it has been impossible for this office to take any cognizance of, and much less to include in its publications, the name and location of the numerous libraries in the country having less than a thousand volumes each. The great good they are accomplishing, however, is thoroughly appreciated. A reference to the library statistics from the census of 1870, to be found in the appendix to this report, will show how numerous and how important the smaller libraries of the country must be in the culture of the people. The following extracts are from a suggestive letter of the Rev. S. Ketchum, of Bristol, N. H., dated December 10, 1872:

I can not suppose you have overlooked the fact that by much the larger part of all the books in libraries to which the people have free access are in the possession of churches and Sunday-schools. They are, to be sure, in small collections, comparatively insignificant in themselves; but when taken in the aggregate, doubtless surpass all the other libraries put together, and are used by vastly more persons. Take this town for an example, containing 1,500 inhabitants, having three churches. In the libraries of these churches are probably not less than 1,000 or 1,200 volumes, consisting largely of standard works on history, biography, travels, theology, homiletics and exegesis. Nor is this an exceptional town for the population. When, therefore, you take into the consideration the thousand or more churches in the State, you will perceive that they present library facilities that exceed all the other library facilities in the State.

* * * * * * *

Then, again, the number of small, local, free or circulating libraries is large. In this State of New Hampshire—which is, perhaps, behind all the other New England States—there are probably a hundred or more of these, ranging from two hundred to two thousand volumes each, small collections, but which, taken together, would exceed the library of almost any college in the country, save Harvard or Yale, and used by numbers exceeding from five to ten times the numbers who use the libraries of such great institutions.

In fact, hardly any short statement can include even a bare enumeration of the benefits which even very small collections of judiciously selected books can confer on their readers.

As an instance of what practical use such libraries may be in numberless directions, I would respectfully call attention to the following statement of the library enterprise of the American Seamans Friend Society of New York City:

The American Seaman's Friend Society has been engaged for several years in supplying sea-going vessels with libraries for the special use of the men in the forecastle.

These libraries are made up of between forty and fifty volumes, in a neat case, with lock and key, and are loaned to the ship, (a receipt being taken for the same from the person having the library in charge, usually the captain,) to be returned after six, nine, or twelve months, according to the voyage, when they are refitted and reshipped upon similar conditions.

The books in these libraries are carefully selected, and of such as promise to interest, educate, and improve seamen, and to excite within them a love for reading, being to this end largely of adventure, history, natural science, with an arithmetic, geography and atlas, &c. Something on the subject of temperance, always a Bible, and sundry attractive works of a moralizing and evangelical character; and all adapted to the ascertained capacity and known nationality of the crew.

Over four thousand of these libraries have been sent to sea (nearly eight hundred of them on United States naval vessels) containing at least 185,000 volumes, which in their frequent reshipment have been accessible to probably 180,000 readers; and this at a cost to the society of about $6,000. Of new and refitted libraries the society is now sending to sea an average of *fifty* per month; *i. e.*, about 2,000 volumes are in this way circulated monthly for the use of seamen abroad upon the oceans of the world.

The amount of good accomplished through these libraries is beyond computation. Sea-captains pronounce them indispensable help in administering the ship discipline, while seamen acknowledge their personal obligation for what this work has done to ameliorate and elevate their condition. It has wrought in some instances the reformation of the entire crew, and everywhere abroad under its influence intemperance, profanity, and ignorance give way to intelligence and morality, foreshadowing for our sailors a brighter future through a better informed and a more hopeful life.*

MUSEUMS.—TABLE XV.

The educational influences of museums have been recognized in some form from time immemorial. Their value as aids to education, however, has of late greatly increased in appreciation in this country. During the past year an attempt has been made to bring into view the facilities furnished by the different museums in our country. The result, though imperfect, is more satisfactory than was anticipated.

The Academy of Natural Sciences in Philadelphia, founded in 1812, and occupying a high position in public and scientific estimation, has the oldest reported museum.

But all other collections in this country are surpassed in comparative zoölogy by Professor Agassiz's great museum at Cambridge, Massachusetts. Indeed the hope is confidently cherished that it will excel all competitors in this department in the world. Embodying, as it does, the ideas of that eminent scientist, it already commands the admiration of scientific men among all civilized nations, and is having a most salutary effect upon all attempts to collect representations of the material universe, or to comprehend the organization and development of animal life. This museum has hitherto been well supported by the public and private munificence of Massachusetts, but the income of the present endowment is so inadequate to the expenses of the collection that measures should be taken to put it on a permanent foundation, commensurate with its services to science.

The collections of Professor Henry A. Ward, of Rochester University,

---

A. R. Spofford, esq., Librarian of Congress, to whose charge has been confided the sole authority to grant copy-rights for the United States, reports that in compliance with the new copy-right law there were during the year 3,175 volumes of books, and 2,728 pamphlets and periodicals deposited in the Library.

Alluding to the prospective growth of the Library he gives some figures of its recent increase, which it is well worth while to bear in mind. He says: "The Library of Congress has twice doubled within twelve years. In 1860 there were 63,000 volumes in the Library; in 1866 there were 100,000 volumes; and in 1872 there are 246,000.

"Without calculating upon any specially large accessions, it is reasonable to assume that by the ordinary additions to its stores from copy-right and from all other sources it will reach 700,000 by the year 1900; one million and a quarter by 1925; 1,750,000 by 1950; and 2,500,000 by the year 1975, or about a century hence."

New York, are also notable as containing important series of specimens for scientific culture, and have been most successfully applied in assisting other individuals and institutions in perfecting their collections.

The following extract is taken from a letter written to this office by Professor Ward. It succinctly states one of the difficulties encountered by us in the prosecution of this inquiry:

There is one question in your circular which, more than any other, will bring you most unreliable and erroneous answers. This is the "total number of specimens in natural-history museum." Very few persons know this, even approximately, and their guesses and estimates will be wild in the extreme. Nothing is more common than to hear cabinets in our second-rate colleges cited as containing "20,000 specimens," "50,000 specimens," "100,000 specimens." Sometimes they state that they have more species of minerals or shells or birds than the entire number known to science.

Their statements may be literally true when they speak of individual specimens although these are always *estimated*, never counted.

Certainly no man can tell within 100,000 specimens how many specimens our Rochester (University) cabinet contains unless he takes hold and counts the contents of each box of small corals or brachiopod shells, each vial of foraminifera, each package of sharks' teeth. Nothing in the way of enumeration gives a practical idea of the size of a cabinet save a statement of the number of labels, or, if not labeled, (which is the case in about three-fourths of our cabinets,) the number of specimens large enough to be labeled separately. To this should be added the number of species present, and then (more important than the size) we might learn the range and scope of the cabinet, its availability in an educative and scientific direction.

The following summary of the table in the appendix exhibits the class of facts collected by the office. It will be observed that from twenty-three States no collections of any kind have been reported:

States.	No. of museums.	No. connected with colleges.	Endowment.		Annual income.		Annual expenditure.	
			No. reporting.	Amount.	No. reporting.	Amount.	No. reporting.	Amount.
Connecticut	7	7	1	$150,000	.....	.....	1	$1,000
Indiana	1	1	.....	.....	.....	.....	1	100
Iowa	3	3	.....	.....	.....	.....	.....	.....
Massachusetts	13	10	7	375,061	4	$83,800	4	31,800
Michigan	1	1	.....	.....	.....	.....	.....	.....
New Hampshire	2	1	.....	.....	.....	.....	1	200
New York	7	6	.....	.....	4	18,200	3	2,500
Ohio	3	2	.....	.....	.....	.....	1	200
Pennsylvania	3	.....	.....	.....	1	6,600	.....	.....
Rhode Island	1	1	.....	.....	.....	.....	.....	.....
South Carolina	1	1	.....	.....	.....	.....	.....	.....
Vermont	3	1	.....	.....	.....	.....	2	450
Wisconsin	1	1	.....	.....	.....	.....	1	100
District of Columbia	4	.....	.....	.....	3	21,500	3	7,500
Total	50	35	8	525,061	12	130,100	17	46,550
Total of New England	26	20	8	525,061	4	83,800	8	33,450

States.	Museums of natural history.		Art museums.		Archæological museums.		Medical museums.	
	Number reporting.	Number of specimens.	Number reporting.	Number of specimens.	Number reporting.	Number of specimens.	Number reporting.	Number of specimens.
Connecticut	2	556,500	.....	.....	2	15,550	1	1,000
Indiana	1	15,000	1	460	1	400	.....	.....
Iowa	2	10,000	.....	.....	2	350	1	250
Massachusetts	5	2,286,500	1	6,000	3	21,004	1	200
Michigan	1	109,589	1	1,792	1	459	1	4,000
New Hampshire	2	7,000	1	4,057	2	1,506	.....	.....
New York	4	156,460	1	667	2	4,250	2	3,040
Ohio	1	25,000	.....	.....	2	1,500	.....	.....
Pennsylvania	1	400,000	1	188	1	1,200	.....	.....
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	1	900	.....	.....	.....	.....	1	900
Vermont	3	14,000	.....	.....	.....	.....	1	500
Wisconsin	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia	3	532,155	.....	.....	1	50,000	1	14,868
Total	26	4,313,104	6	13,174	17	96,219	9	24,758
Total of New England	12	2,864,000	2	10,057	7	38,010	3	1,700

EDUCATIONAL BENEFACTIONS.—TABLE XVI.

Among the educational benefactions which have become known to the public during the year, some have been specially noteworthy in view of the objects they seek to promote.

Hon. George Bancroft, the well-known historian and present American minister plenipotentiary at Berlin, in a communication dated July 4, 1871, addresses President Eliot, of Harvard University, as follows:

It has long been my wish to raise a memorial to one of your predecessors, John Thornton Kirkland, to requite benefits received through him, and most emphatically to acknowledge my indebtedness to that eminent college officer.

A little more than fifty-three years ago, Edward Everett, then Eliot professor of Greek literature, in one of his letters to President Kirkland, developed the idea that it would be well to send some young graduate of Harvard to study for a while at a German university, with a view to his being called to a place on the college board. The president approved the suggestion, and the choice for this traveling scholarship fell upon me.

Accordingly, in the early summer of 1818, being then in my eighteenth year, I proceeded to Göttingen. After remaining more than three years in Europe I returned to Cambridge, where I held the office of tutor for one year.

I wish, therefore, to found a scholarship on the idea of President Kirkland, that the incumbent should have leave to repair to a foreign country for instruction. Merit must be the condition of election to the scholarship; no one is to be elected who has not shown uncommon ability and uncommon disposition to learn. Of course, the choice should fall on some one who needs the subsidy.

The scholarship should be held by no one for more than three years, and during that time should be renewed from year to year, but only on evidence that the scholar is

fulfilling the purpose of the endowment. I leave to you and to the corporation to circumscribe, if, from the considerations already referred to, you think best, the objects of study to which the incumbent should devote himself. But for my own part, I am willing the scholarship should be given to any young person likely to distinguish himself in either of the learned professions, or in any branch of science, or in architecture, sculpture, painting, music, or letters.

For this purpose he devotes the sum of $10,000, to be safely invested, the income to be given for the benefit of the scholar. The scholarship is to bear the name of John Thornton Kirkland.

With a view to inspire the incumbents of this scholarship to grateful services, he concludes: "I thus, in advance, charge them to imitate my example in rendering aid, through Harvard College, to the cause of arts and letters, of science and learning."

Dr. Joseph M. Toner, of Washington City, an able and scholarly physician, active in promoting the advancement of his profession, on the 13th of April, 1872, conveyed to five trustees—himself, the chief officer of the Smithsonian Institution, the Surgeon-General of the United States Army, the Surgeon-General of the United States Navy, and the president of the Medical Society of the District of Columbia—real and personal property amounting in value to $3,000, ninety per cent. of the interest of which is to be applied for at least two annual memoirs or essays by different individuals; and, as the fund increases, as many more as the judgment of the trustees justify, relating to some branch of medical science, to be read in the city of Washington at such time and place as the trustees may designate, under the name of "The Toner Lectures."

Each of these lectures must contain some new truth, fully established by experiment or observation, and must be critically examined and approved by persons selected for that purpose by the trustees. Such memoirs or lectures as may be approved shall be published in such manner and through such channels as the trustees may determine. The lecturers are not to be confined to any section of the country.

New directions for charities and new devices for their management are doubtless necessary to meet the varying educational wants of a great and growing people. But it may be seriously questioned whether some of the donations made in our country are not greatly limited in their useful effects by the unfortunate conditions attached to them by their donors—conditions, too, which doubtless would not have been attached had their donors been better acquainted with the administration of charities.

For a nation so young it is apparent, from the record we are able to present, that we already excel in the benefactions of individuals for educational purposes.*

* The following extracts from a letter from Judge R. Hawes, of the Bourbon County court, dated Paris, Kentucky, December 19, 1872, are worthy of attention:

THE GARTH FUND OF BOURBON COUNTY, KENTUCKY.

Some years ago William Garth, a most estimable and intelligent gentleman of this county, devised a fund of about $45,000, which he directed to be used to endow a pro-

Any one who has sought to collect the statistics in these cases must be familiar with the difficulties that beset the effort.

On consulting the table of educational benefactions, it will be seen that the sum total reported to this office was $9,957,494.28. For colleges and universities the whole amount was $6,282,461.63, distributed among the several States as follows: California, $90,000; Connecticut, $44,600; Delaware, $700; Illinois, $112,000; Indiana, $224,000; Iowa, $86,840; Kansas, $31,736; Kentucky, $36,136; Maine, $10,125; Massachusetts, $1,916,995.48; Michigan, $43,594; Minnesota, $22,796; Mississippi, $35,000; Missouri, $60,000; New Hampshire, $96,500; New Jersey, $532,000; New York, $1,450,944.15; North Carolina, $15,000; Ohio, $159,000; Oregon, $20,000; Pennsylvania, $464,450; Rhode Island, $60,450; South Carolina, $20,000; Texas, $22,000; Tennessee, $159,050; Vermont, $1,500; Virginia, $220,025; West Virginia, $41,300; Wisconsin, $45,360; Colorado Territory, $10,150; District of Columbia, $250,000.

The educational benefactions for theological institutions amounted to $1,155,856.53 among the States, as follows: California, $18,000; Illinois, $135,950; Kentucky, $1,500; Maine, $23,900; Massachusetts, $113,750; New Jersey, $75,000; New York, $657,689.53; Ohio, $12,145; Pennsylvania, $78,200; South Carolina, $29,722; Vermont, $10,000.

The benefactions of law schools were $10,000 in Connecticut. For schools of medicine, $1,000 in Kentucky, $1,422.13 in Massachusetts, and $8,000 in New York; making a total of $10,422.13.

For agricultural and scientific schools the benefactions were $482,000: In Georgia, $3,000; Indiana, $75,000; Maine, $18,500; Massachusetts, $143,000; Missouri, $100,500; Pennsylvania, $100,000; Virginia, $41,420.99.

---

fessorship in a college in this county, on condition that the county would provide $100,000 for the college; and if the county failed in raising the $100,000, that the fund devised by him should be safely invested by the county court of Bourbon County, a majority of the justices concurring, and said court should expend the annual interest of the fund in education of such poor, worthy, and energetic young men of said county as in their judgment might be selected as beneficiaries. The county failed to appropriate the $100,000, and the charity devolved on the county court. About four years ago the fund was invested in bank stocks of this State, which, after paying expenses, &c., pay about $3,300 interest. This has been applied to the education of from ten to fifteen young men, who are chosen by a committee selected by the court, which examines all applicants and recommends to the court such as are considered the most worthy and energetic among the poor applicants of the county. Some of the young men are provided with the means of boarding, clothing, books, and tuition, while others are allowed tuition alone.

The court does not confine the locality of the school or college, except to require that the young man shall not go out of the State.

The charity has worked well so far, and several very prominent young men have been prepared for active and valuable positions in life. The greatest difficulty in the matter is in a proper selection; and there is a tendency in a court of sixteen men to indulge in a diffusiveness in the application of the fund to the largest number in different sections of the county. This latter difficulty will probably prevent the training of thorough scholars. Upon the whole, however, the result has been quite beneficent.

For the superior instruction of females the benefactions amounted to $689,993: In Alabama, $1,500; Georgia, $2,000; Illinois, $30,000; Indiana, $42,250; Kansas, $15,000; Massachusetts, $425,000; Michigan, $9,000; Missouri, $20,000; New York, $85,000; Ohio, $6,000; Pennsylvania, $26,000; Tennessee, $5,000; Texas, $11,243; Virginia, $1,000; Wisconsin, $9,000.

The benefactions for libraries and normal schools were, in Massachusetts, $10,000; Pennsylvania, $1,000,000; Kansas, $10,000; making a total of $1,020,000.

To academies the benefactions were $306,040: In Connecticut, $21,500; Maine, $2,380; Massachusetts, $93,000; New Hampshire, $89,160; Rhode Island, $100,000.

Beyond all these there are doubtless numerous and, in some cases, large benefactions to education, individual and denominational, of which this office has no specific information.

EDUCATION OF THE BLIND.—TABLE XVII.

This subject has been continued in the charge of Samuel G. Howe, LL. D., president of the Perkins Institute for the Blind, at Boston, Massachusetts; and reference is made to his article and to the statistics in the appendix.

Particularly interesting is the tendency shown of late to concurrence of opinion respecting the importance of mental culture in the training of the blind, even when the scholar is destined for mechanical pursuits, and as to the advantages of conforming the methods of teaching the blind as nearly as possible to those used with ordinary children.*

The number of blind at present under instruction in institutions in the United States is 1,856. The total valuation of property owned by such institutions is $3,986,678.71. The aggregate of appropriations by the several State legislatures for last year was $444,985.64, against $403,412.46 in the preceding year. The amount of money paid in wages to blind persons was $35,247.67, against $26,542.11 in 1870. The institutions are distributed among the different States as indicated by the table on the following page:

---

* Professor William Chapin, superintendent of the Pennsylvania Institution for the Instruction of the Blind, at Philadelphia, in answering certain inquiries from this Bureau, takes occasion to state that the demand for books for the library is confined to so few persons that only small editions have been printed; but the prospect is becoming more and more favorable; and what is still most needed is the necessary means to furnish a supply of text-books in the raised print, and a liberal number for the indigent who can not buy them.

State.	No. of institutions in each State.	No. of instructors and employés.	No. of inmates.	State.	No. of institutions in each State.	No. of instructors and employés.	No. of inmates.
Alabama	1	1	17	Mississippi	1	8	25
Arkansas	1	15	40	Missouri	1	11	96
California	1	23	37	New York	2	81	316
Georgia	1	8	35	North Carolina	1	6	58
Illinois	1	7	68	Ohio	1	30	109
Indiana	1	25	105	Pennsylvania	1	60	183
Iowa	1	32	100	South Carolina	1	2	14
Kansas	1	9	22	Tennessee	1	9	41
Kentucky	1	21	47	Texas	1	4	17
Louisiana	1	1	20	Virginia	1	8	40
Maryland	1	13	51	West Virginia	1	4	10
Massachusetts	1	69	173	Wisconsin	1	22	59
Michigan	1	41	157	United States	27	513	1,856
Minnesota	1	3	16				

DEAF-MUTES.—TABLE XVIII.

Professor Edward A. Fay, acting president of the National Deaf-Mute College, has prepared the article and revised the table relating to this interesting class in the United States. The following is a summary by States of the statistics in the appendix:

State.	Number of institutions in each State.	Number of instructors.	Number under instruction during the year.	State.	Number of institutions in each State.	Number of instructors.	Number under instruction during the year.
Alabama	1	4	56	Missouri	2	9	211
Arkansas	1	4	69	Nebraska	1	2	29
California	1	4	64	New York	3	42	721
Connecticut	2	19	294	North Carolina	1	8	132
Georgia	1	5	61	Ohio	1	20	397
Illinois	1	15	306	Oregon	1	2	24
Indiana	1	14	304	Pennsylvania	2	16	319
Iowa	1	6	119	South Carolina	1	3	22
Kansas	1	5	69	Tennessee	1	7	108
Louisiana	1	4	54	Texas	1	3	30
Maryland	1	9	97	Virginia	1	7	89
Massachusetts	2	9	100	West Virginia	1	4	56
Michigan	1	11	159	Wisconsin	2	19	182
Minnesota	1	4	60	United States	36	267	4,337
Mississippi	1	3	41				

YOUTH WITHOUT HOME CARE.

It is, so far, impossible to obtain accurate data in regard to all youth without home care; yet, no doubt, all preventive and remedial agencies, whether under State or private control, must more and more direct their attention and efforts to those children who are without proper home care, either on account of orphanage or parental neglect or abuse. It is impossible to summarize what there is in regard to these classes, scattered through the accompanying papers. The evils connected with these unfortunate youth find their way, in some form, into every community, but are most recognized in our cities.* They may be set down as constant and universal, and the theories and agencies of our communities should be shaped accordingly.

Yet as evils, they are only touched here and there; only inadequately met at best; nor can they be better encountered until better understood.

The information of the office in regard to these classes is steadily increasing. Year by year it is hoped to gather such facts from the worthy workers in this field throughout the country as will aid in the solution of the questions involved.

Of those gathered into orphan homes and reform schools some definite note can be taken.

REFORM SCHOOLS.—TABLE XX.

State.	No. of schools in each State.	No. of superintendents and assistants.	No. of inmates.	State.	No. of schools in each State.	No. of superintendents and assistants.	No. of inmates.
Connecticut	2	26	376	New Jersey	1	7	120
Illinois	1	14	212	New York	4	88	1,192
Iowa	2	11	104	Ohio	4	39	494
Louisiana	1	11	126	Pennsylvania	2	23	403
Maine	1	17	134	Rhode Island	1	16	211
Massachusetts	4	31	426	Vermont	1	16	118
Michigan	1	17	217	United States	26	331	4,230
New Hampshire	1	15	97				

* Any one, however familiar with the facts connected with orphanage or neglected children, should not consider his reading on the subject complete until he has examined a recent and valuable book by Mr. C. L. Brace, entitled "The Dangerous Classes of New York."

ORPHAN ASYLUMS.—TABLE XXI.

State.	No. of asylums in each State.	No. of superintendents and assistants.	No. of inmates.	State.	No. of asylums in each State.	No. of superintendents and assistants.	No. of inmates.
California	1	30	340	New York	30	402	5,444
Connecticut	1	6	120	Ohio	2	25	275
Illinois	4	28	114	Pennsylvania	4	61	669
Indiana	1	8	40	Rhode Island	3	26	278
Kentucky	1	4	22	South Carolina	1	28	246
Maine	1	3	20	Vermont	1	14	72
Maryland	4	26	394	Virginia	1	6	40
Massachusetts	5	49	495	West Virginia	1	12	68
Mississippi	1	5	56	Wisconsin	2	15	111
Missouri	5	55	747	District of Columbia	4	23	412
New Jersey	4	26	361	United States	77	852	10,324

PATENTS FOR SCHOOL-FURNITURE, ETC.—TABLE XXII.

The United States Patent-Office contains a record, year by year, of an interesting measure of educational progress. I am indebted to General M. D. Leggett, Commissioner of Patents, for the list issued under this division during the past year. The total number reached 143, of which number there were, from California, 2; Connecticut, 1; Georgia, 3; Illinois, 5; Indiana, 7; Kentucky, 3; Louisiana, 1; Maine, 1; Maryland, 1; Massachusetts, 18; Michigan, 3; Minnesota, 4; Missouri, 3; New Hampshire, 1; New Jersey, 6; New York, 49; Ohio, 14; Pennsylvania, 11; Texas, 1; District of Columbia, 6; Canada, 2.

Of these patents there were, respecting desks and seats, 21; pens, pencils, and cases, 24; paper fasteners, files, and holders, 12; ink and inkstands, 12; ventilation and construction of buildings, 9; hand-stamps, &c., 6; slates, &c., 6; book-cases, stands, and holders, 6; black-boards, &c., 5; chart-holders, 4; copying-presses, 4; erasers, &c., 4; and 21 are for improvements in miscellaneous articles.

EDUCATIONAL PUBLICATIONS.—TABLE XXIII.

It would be useful, in noting the annual progress of education in the country, if an exact statement could be made of the new or revised text-books published in the year. This can not yet be done. But this report has a more complete list of these publications up to date than ever before made, as will be seen by the following summary of Table XXIII:

Number of firms reporting	66
Number of books in table	447
Number of readers	22
Number of spelling-books	7

Number of geographies 13
Number of histories 50
Number of arithmetics, algebras, &c 28
Number of drawing-books 17
Number of books in ancient languages 18
Number of books in modern languages 12
Number of books on science 36
Number of books on theology 31
Number of books on law 9
Number of books on medicine 15
Number of dictionaries, books of reference, &c 189

LIBRARY OF THE BUREAU.

The library of this Bureau has continued to increase in size and value, both by purchase and donations, and now numbers about 1,700 bound volumes and 5,500 pamphlets.

CIRCULARS OF INFORMATION.

During the year the demand for elaborate treatment of special subjects has greatly increased. In view of this large demand, and the value of the material coming into our hands, with which we are enabled in a measure to answer the public inquiries, I have deemed it important to recommend for publication, by your order, several Circulars of Information, and three thousand copies of each of the following have been issued since the date of the last report:

(1.) Methods of School Discipline, pp. 14, November, 1871.
(2.) Compulsory Education, pp. 17, December, 1871.
(3.) German and other Foreign Universities, pp. 43, January, 1872.
(4.) Reports on the Systems of Public Instruction in Greece, the Argentine Republic, Chili, and Ecuador, with statistics of Portugal, and an official report on technical education in Italy, pp. 77, February, 1872.
(5.) I. An Inquiry concerning the Vital Statistics of College Graduates. II. Distribution of College Students in 1870–'71. III. Facts of Vital Statistics in the United States, with tables and diagrams, pp. 86, March, 1872.
(6.) The Relation of Education to Labor, pp. 125, April, 1872.
(7.) Education in the British West Indies, pp. 22, June, 1872.
(8.) The Kindergarten, pp. 62, July, 1872.
Also a pamphlet of six pages, "Suggestions for a Free-School Policy for United States Land Grantees."

The view of the public, and especially of the educators of the country, upon these points, may be seen by the action of the National Teachers' Association in the adoption of resolutions "congratulating the country on the great usefulness of the National Bureau of Education, and recommending to Congress the furnishing of increased facilities for the publication of Circulars of Information, and the issue of a much larger edition of the annual report for distribution among the teachers and school-officers of the country."

DISTRIBUTION OF DOCUMENTS.

Publications of the office to the amount of 5,000 volumes and 23,000 pamphlets have been distributed during the year, and nearly 6,500 publications of States and cities have been distributed to libraries, associations, and prominent educators.

OFFICE CORRESPONDENCE.

From November 15, 1871, till November 15, 1872, about 2,300 letters have been received at, and 3,500 have been written by, this office, *an increase of more than one hundred and fifty per cent.* in this branch of the office business. The permanent records of correspondence, &c., alluded to in my last report, have been kept up and improved during the year.

An extensive correspondence has been carried on with presidents of universities and colleges, scientific and professional schools, State, city, and county superintendents of schools, as well as with mayors of cities and chiefs of police of cities, wardens and chaplains of penitentiaries and jails, superintendents of alms-houses, reformatories, and others. Six thousand schedules of inquiries and 6,000 printed letters have been sent to the various educational, reformatory, and other institutions and persons interested. The results of the labor will be found in the papers and tables accompanying this report.

As illustrative of the character of the inquiries and communications coming to this office, I can instance only the following from letters received:

A professor who wishes to aid his students in obtaining an insight into the objects and efficiency of the various school systems, writes as follows:

* * * * * I am about to print a work in which I shall desire to compare the efficiency of the several systems of popular education, viz:

1. Where every parent is left to provide for his children such instruction as he can, without governmental interposition.
2. Where the Government undertakes to assist the *indigent alone*, leaving the rest of the community to shift for themselves.
3. Where the Government gives *partial aid* to all, leaving each some additional expense to bear in the shape of a tuition fee or otherwise.
4. Where the Government provides, at the common charge, for the *elementary instruction* of all classes.

Can you assist me?

An influential member of the public press desires aid from this office in collecting facts relative to—

1. Youthful vagrancy.
2. Compulsory State school laws.
3. Truancy ordinances.
4. Penal reformatory institutions for the young in cities.
5. Industrial schools, not governed by trades-union principles.

From John E. Toole, county school commissioner, La Grange, Georgia:

From your report of 1870 I have gathered much valuable and important information, which would have been otherwise unattainable. That volume alone, generally circulated, would do much, in my judgment, to arouse a spirit of confidence in the public mind as to the success of a well-regulated common-school system; especially would it have such an effect here in the South, where so comparatively little is even known of the great system of popular education.

Our people are becoming alive to the necessity of schools for all, but entertain misgivings as to the ways and means of their support.

The information contained in your report establishes the fact most clearly that, while a public-school system is a plant of slow growth, it nevertheless is certain to yield an abundant crop of pure, ripe, and healthful fruit, the beneficial effects of which will continue to increase with every passing decade.

From Feodor Thurm, secretary of the central committee of the German-American Teachers' Association:

HOBOKEN, NEW JERSEY.

There is in this country a wide-spread tendency toward the improvement of schools, and the liberality of our people in endowing schools, and especially normal and professional schools, is worthy of all praise. There are also many native teachers who are theoretically acquainted with the excellences of the Pestalozzian system and with Froebel's "kindergarten" idea, and who are desirous of becoming thoroughly versed in its practical application in normal and model schools.

* * * * * There is among your fellow-citizens of German birth quite a number of "rational teachers" of the best epoch, who feel they could exemplify their science and art, and thereby raise the standard of general education in this their chosen country, and thus help to confer a benefit and lasting token of gratitude to the same. Their hope in this respect rests in you and your noble efforts to improve our schools.

From J. E. L. Smith, curator of Berkshire Athenæum:

Should your circular of inquiries be repeated another year, I hope to be able to reply by full detail. It must furnish aid, instruction, and encouragement to officers of institutions like ours. Their recognition by a Government Bureau gives both to the library and the museum a dignity which they would not otherwise have in many eyes.

From Count de Broel-Plater, of Russia:

The immense development of public instruction, (in the United States,) this basis of the wealth and peace of nations, makes us follow all the movements of the Republic with the closest attention. We wish to become better acquainted with those admirable institutions which have been founded by the most generous patriotism of those citizens who, with so much courage and perseverance, work for the power and glory of their country. * * * * * *

The Republic perhaps possesses a complete history of all the donations made by generous citizens. If there is such a work, which can tell future generations of the services rendered to their country by Peabody, Vassar, Cornell, Bussey, Walker, S. Van Rensselaer, Thayer, Bowman, Adams, Gray, Hooper, and many others, I would be delighted to get it. If no such work exists, these few words might possibly be the cause of producing a book of this kind. Nothing would be more honorable for America, more instructive for Europe and for the future civilization of all nations.

From J. M. Muñoz, consul-general of Bolivia:

The government of Bolivia, desirous of re-organizing the general educational system of the republic on the most perfect basis, especially the rural and primary schools, has instructed this consulate to obtain all possible information respecting the organization,

management, and methods of teaching which have brought the school system of the United States to its present state of efficiency.

I therefore take the liberty of requesting from you a copy of your valuable "Report to the Secretary of the Interior" for the year 1871, as well as the synopsis on school legislation referred to in said report.

From João Antonio Coqueiro and others to W. H. Evans, esq., United States consul at Maranham, Brazil:

The committee of the society "Onze d'Agosto" in acknowledging the receipt through you, sir, of the report written by the Commissioner of the Bureau of Education in the United States of America, in answer to their letter of inquiry about modes of teaching, and of your accompanying dispatch, cannot but express themselves gratefully thankful for the masterly manner in which the entire "school machinery" is there so beautifully developed and explained. * * * * *

They, therefore, would feel obliged by your conveying to the Hon. John Eaton, esq., Commissioner of Education, the expression of their most sincere thanks for the attention and care with which he acceded to their wishes.

From Émile de Laveleye, professor of the University of Liège:

I take the liberty to send you a volume on popular instruction, as a token of my sincere admiration for your interesting report on education. I would ask you to send me in future, through the Belgian legation at Washington, all the reports you publish.

From Jugoi Arinori Mori, chargé d'affaires of Japan:

The article on education which has been sent to me from your office I have read with great pleasure, and I propose to print it without delay for circulation in Japan. * *

Taken as a whole the article will be read with great interest, and will do much good, and I thank you very cordially for the labor you have bestowed upon it.

From Count D. Tolstoi, imperial minister of public instruction, St. Petersburg:

It has given me a real pleasure to receive the reports of the United States Bureau of Education for the years 1870 and 1871, for which I beg you to accept my best thanks as well as the assurance of my highest esteem.

The imperial ministry of public instruction will willingly institute an exchange of its publications with those of the Bureau of Education of the United States. I regret only that I can offer but a very limited collection of the publications of preceding years, which will be sent to you at once.

From Hon. James R. Partridge, United States minister, Rio de Janeiro, Brazil:

I return you my thanks for having sent me these very interesting and valuable reports, &c., which I will at once transmit to the "Sociedade Auxiliadora da Industria Nacional," and to Professor José Manoel Garcia, who will be delighted with them and take the greatest pleasure in securing for them the most available use.

The society above mentioned has established free night schools for adults in this city with great success, and it will be by their example, and, as I do not doubt, through the influence of these volumes that a new impulse will be given to the cause of general and common-school education in Brazil.

It is very agreeable to know that they look to the United States to find the model and examples for their success.

INTERESTING INCIDENTS.

In the history of the work of the year many incidents of great interest have occurred. I must not omit to record one or two of these.

Some months since his excellency Senhor Borges, minister to the

United States from Brazil, called at the office and stated that the people of a Brazilian city had proposed to build a monument indicative of their respect for the Emperor, and that he, on being informed of their purpose, replied that the most agreeable form of this expression of regard would be the erection of a school-house for the education of their children.

Senhor Borges showed me the ground plan of the proposed building, as well as a communication from his government instructing him to secure plans for the interior of the building and furniture, according to the most approved ideas prevalent in the United States.

His excellency, having obtained here the necessary information, was able to carry out the commands of his government.

At the time of the visit of the Japanese embassy to our Government, a commissioner from their department of education was duly accredited to this office, at the requst of the chief embassador, Iwakura, by the following letter:

DEPARTMENT OF STATE,
Washington, March 9, 1872.

SIR: At the instance of the embassador extraordinary, permit me to introduce to you Mr. Fourzinear Tanaka, chief clerk of the educational department of Japan.

He is desirous of obtaining, by personal observation, full and reliable information in regard to the internal organization of the Bureau under your charge, and I shall be obliged if you will afford him proper facilities for the accomplishment of his object.

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

HAMILTON FISH.

JOHN EATON, Jr., Esq.,
Commissioner of Education.

Mr. Tanaka's visits here, accompanied by an interpreter, and other gentlemen of prominence in the empire, were repeated day after day for two weeks, during which time as full a statement as possible of the origin and development of education in this country was made in answer to his inquiries. Visits were also paid to the different educational institutions in this District.

Afterward, at his solicitation, a plan for a tour of inspection in this country was furnished.*

CHINA SEEKING MODERN EDUCATION.

An account of the plan of the Chinese government to educate certain youths in this country is furnished by the following notes and extracts from communications of members of the imperial commission.†

*As this report is in the course of preparation, the Japanese minister resident here calls upon me with a copy of the official bulletin of his government, establishing a system of schools, compelling the attendance of all children, male and female, of all classes, between certain ages.

David Murray, Ph. D., late professor of mathematics in Rutgers College, New Brunswick, N. J., has been employed by the Japanese educational department to assist in the organization of schools and colleges under this decree.

†Commissioner Chan Laisun was educated at Hamilton College, New York, and Commissioner Yung Wing at Yale College, Connecticut.

Commissioner Chan Laisun, after alluding to the earlier intercourse of China with other nations—Hindustan and Japan at least 1000 B. C., the Roman Empire in the second and third centuries of our era, the papal court and France in the thirteenth, Persia in the fourteenth, and Russia in the eighteenth centuries—thus remarks on the later vicissitudes of his country:

In 1840 England declared war; this is commonly called the "opium war." A treaty of commerce was subsequently concluded, in which opium was made a contraband article. In this treaty the English plighted their word, faith, and honor, that opium should be excluded; but we know very well how they carried out that clause of the treaty. In 1860 another war was declared by Great Britain, in which the capital of the empire was threatened with capture. Another treaty of commerce was concluded in which, after twenty years of obstinate resistance to the legal introduction of opium, the imperial government was obliged to reverse the Vermillion pen, and to sanction the diabolical traffic.

After alluding to the wide-spread injury inflicted on his country by the opium trade, Chan Laisun continues:

Self-defense is the first principle of life. Our country has been laboring under very great disadvantages since the introduction of opium. In order to prevent war, we must be prepared for it. In order that we may not be imposed on by other nations we must learn their arts and sciences, their tactics, military and naval, and the international laws which bind nations in their intercourse.

Commissioner Yung Wing writes as follows:

The plan taken up by the Chinese government for the education of a limited number of young students in this country was determined upon by the late Viceroy Tsang Kwoh Fan, Li Hung Cheong, the present viceroy of Chihli province, and ex-Governor Ting Jih Tsheong, in the latter part of the summer of 1870. It was approved of by the Peking government, and sanctioned by imperial decree in September, 1871.

It contemplates the thorough education of one hundred and twenty boys, who are to come in four successive installments, of thirty every year, the first of which arrived here in September, 1872; these, through the energetic and prompt efforts of the Hon. B. G. Northrop, were distributed, two by two, in the most cultured families in Connecticut and Massachusetts, where they have been cordially received and are being cared for and judiciously instructed.

For the better execution of the plan, the Chinese government had established a preparatory school in the port of Shanghai, to which the young candidates, both Tartars and Chinese, from all parts of the empire might go to be examined for admittance.

The conditions of admittance required are, that the candidates must have gone through the analects of Confucius and the works of Mencius; that they must be of respectable parentage; their constitutions strong and free from disease; that they are apt to learn; and their age, for the youngest, must not be below ten, and for the oldest not above sixteen years.

Their parents or guardians are to sign an agreement, by which they are virtually and voluntarily to yield up their sons to the government to be sent abroad to be educated for future usefulness in China. While in this preparatory school the successful candidates are taught English in the forenoon, and Chinese in the afternoon, for the period of a year before leaving China for this country.

Their education in this country is intended to cover a period of fifteen years, during which each student is expected to study for a profession—the ministry alone being excepted. Those who can finish their education sooner are at liberty to return to China before the expiration of the fifteen years. But during their educational course they are not allowed either to become citizens of the United States, or to remain here permanently; they are expected not only to retain their national costume, but also their knowledge of

the Chinese language, both spoken and written; and, above all, they are to keep up their faith in Confucius. No students are allowed to stop short in the middle of their studies to follow their own private ends, either here or in China. The persons appointed by the Peking government to supervise the education of these young students are two commissioners, two Chinese tutors, and one translator.

It is gratifying to observe with what cordiality this mission has been received by our citizens, and the favor it has won from all with whom the members of the mission have come in contact.

It is also interesting to know that the imperial government has established a university at Peking for the instruction of selected students in modern languages and science. The following extracts from a letter of the president, W. A. P. Martin, D. D., contain a detailed account of the enterprise:

The importance of our nascent university is not to be estimated by the number of its students or faculty. It occupies a strategic position of great moment at the chief seat of one of the oldest civilizations in the world, a civilization which must be quickened by the infusion of new elements or perish. It has the disadvantage of being in advance of public opinion, but it represents the intentions and policy of the imperial government, or, to speak more strictly, of the more enlightened party in that government.

Organized about five years ago, it came very near being stifled in its cradle by the opposition of the old conservatives, who, in memorials to the throne, charged earthquakes, famine, and other calamities which visited the empire, to the sin of introducing such an innovation as the science of the West. I was at that time on a visit to the United States.

Returning to China in the fall of 1869, I was appointed to the presidency, Prince Kung and the ministers for foreign affairs assuring me of their sympathy and aid in my efforts to revive and develop the institution.

At that time it contained but forty students, and no instruction was given in any science except a little in mathematics by a native professor. We now have an attendance of eighty-two students, who are under the instruction of ten professors, four native and six foreign.

The institution is divided into two departments, viz, of languages and of science. In the former are taught English, French, German, Russian, and Chinese; in the latter, mathematics, physics, chemistry, and medical science.

This last chair is newly established and involves a daring innovation on the prejudice of the people. We regard it but as one step toward the formation of a medical department, which shall send forth a body of well-trained physicians to supersede the empirics who now impose on the credulity of the public. In the course of the present year we expect to add to our faculty a professor of astronomy and a professor of civil and military engineering.

The duty of giving instruction in international law and political economy devolves on the president; but our students are not yet prepared to take up those subjects; they come in course for the next year. The number of our students is limited by the circumstance that they all receive a government stipend, and are supposed to be in training for the government service. The present limit is one hundred, which will be filled up next spring by the admission of a fresh levy. They are selected by competitive examination; and after matriculation compete for increase of pay as well as academical honors; the monthly allowance ranging from $6 to $16 beside their boarding, which is provided by the college.

It is not proposed to restrict the number permanently to this limit, but it can not advance much beyond it until both government and people become more fully awake to the importance of the "new education."

Of this there are not wanting premonitory symptoms. Not to speak of others, the facts that the demand for scientific publications is on the increase, and that leading men in the government are beginning to take an intelligent interest in the affairs of the college, are certainly hopeful indications.

The influence of the college on its pupils is scarcely more important than that which it exerts on its illustrious patrons.

In conclusion, I may say that it seems to be established on a permanent basis, and its prospects for the future are better than at any previous time in its brief history, but everything like a rapid growth for such an institution in such a soil is not to be anticipated.

Something in the way of professorships, cadetships, or buildings, is added from year to year, the latest addition being a government printing-office now in process of erection on the university grounds, and intended to answer the purposes of a university press.

UNPUBLISHED WORK OF OFFICE.

Among the important objects occupying a considerable portion of the time of the office during the year, and not appearing in its publications, may be mentioned—

First. A comparison of the wealth, population, and industrial resources of the different States of the Union, with the illiteracy of their people, never before published.

Secondly. An elaborate presentation, as the basis of comparison, of schools, teachers, pupils, legal school-age, school-houses, amount of school revenues, and expenses of maintaining schools.

Thirdly. The manner of assessing school taxes, and the amount collected, in the different States of the Union for school purposes.

Fourthly. The supervision and control exercised over education by the respective States.

Fifthly. Showing the election or appointment of the respective school officers, with their duties and salaries.

Sixthly. An extended statement of methods of instruction in the United States furnished to a corps of teachers in South America.

OFFICE FORCE AND ROOMS.

The provision by Congress for a chief clerk and statistician, taking effect July 1, last, has considerably relieved the embarrassment of the work in the office.

It gives me great satisfaction to have occasion to commend the ability and meritorious efforts of all my assistants. In some degree I have been able to assign them integral parts of the work and hold them responsible as never before. In every such case, as in that of statistics, great improvement in results has been manifest.

Only partially yet, however, can I subdivide the work of the office, and hold individuals responsible for specific divisions of labor, and the work can never be done satisfactorily till the force is sufficient to allow its business to be thus conducted.

The several removals of the office have been impediments to its success. Time has been lost and confusion created. Besides, the rooms

occupied have been either inconvenient or inadequate. Your recent order for removal, however, has given us rooms sufficient in number, commodious, and fitted to make work agreeable.

THE WORLD'S FAIR AT VIENNA.

The Austro-Hungarian government, two years ago, officially announced that a general exhibition, of very great extent and completeness, would be opened in Vienna in May, 1873, under the auspices of the Emperor, to which all nations were cordially invited to send whatever in their progress or culture was most remarkable, for the mutual benefit and improvement of all.

One of the twenty-six permanent groups in the Exposition is entitled "Education, Teaching, and Instruction."

General T. B. Van Buren, United States commissioner-general to the Exposition, the Hon. John Jay, United States minister at Vienna, the Secretary of State, and Baron de Schwarz-Senborn, have written earnest letters, requesting the coöperation of this Bureau in fully representing American education at the Exposition.

Deeming the hearty coöperation of all persons interested in the subject throughout the land essential to the success of this undertaking, I invited the superintendents of public instruction of the States and larger cities of the Union to meet at this office for consultation, on the 13th of the present month.

A meeting of educators was accordingly held on that day; letters were received from some who could not be present. The convention unanimously recommended that the effort be made to represent American education at Vienna, and passed resolutions calling upon the various State and city superintendents, and collegiate and academic officers, to coöperate to that end by forwarding their reports, statistics, &c., to this Bureau for examination, assortment, and consolidation. The convention further proposed that the annual report of this office should be furnished as representing the present condition of American education. Copies of the report for 1872 will accordingly be sent to the Exposition.

This Bureau can undertake no responsibility in the premises save that which is imposed upon it as a national agency or medium to facilitate or stimulate the efforts which institutions or systems may see fit to make.

In accordance with the urgent requests and favorable action of the educators of the country, it will cheerfully coöperate with the distinguished gentlemen superintending our State and city systems, and our colleges and other institutions of learning, to make the educational exhibit of our country as successful as possible.*

---

* A brief note of the progress of this work is here inserted, as this report goes through the press.

An advisory committee, to assist the Commissioner of this Bureau, was appointed by

APPROACHING CENTENNIAL EXPOSITION.

In my last report I called attention to the International Exposition to be held in Philadelphia during the year 1876, in commemoration of the one hundredth anniversary of our national independence. I would respectfully renew the suggestions therein made.

My efforts to aid the Exposition at Vienna are made with the hope that the plans devised and tried may furnish educators in different parts of the country some practical views of what can be done at Philadelphia to show progress in American education. The stimulative effect upon every State, county, city, and town, school, academy, college, or university, to gather its history and record its present condition, can not fail to produce most excellent results. In the correspondence with this office of the commission in charge of the Exposition, there is evidence of an earnest purpose to give all educational interests their appropriate place. It is not too early for each system of education and each institution of learning to begin its preparation. If the Centennial serves as the occasion for putting into permanent shape for preservation the abundant educational history in this country, much of which is now unwritten, a great service will be rendered to mankind.*

General T. B. Van Buren, United States commissioner to the Exposition, consisting of the following gentlemen: Hon. J. P. Wickersham, Harrisburgh, Pennsylvania; Hon. M. A. Newell, Baltimore, Maryland; Hon. T. W. Harvey, Columbus, Ohio; Hon. Newton Bateman, Springfield, Illinois; Hon. W. H. Ruffner, Richmond, Virginia; Hon. J. D. Philbrick, Boston, Massachusetts; Hon. J. O. Wilson, Washington, D. C.; Hon. Duane Doty, Detroit, Michigan; Hon. W. T. Harris, Saint Louis, Missouri; and Hon. Henry Kiddle, New York City.

A Circular of Information, containing the progress of, and other information respecting, the Exposition, was issued and widely distributed.

The gentlemen of the committee just mentioned, who were able to be present, spent a day in considering the best plan for the representation of an American school-house or school-room, and agreed on the following conclusions, as best under the circumstances:

1. A school-room with single desks and single seats for forty-eight pupils, the room to be 33 feet long and 27 feet wide by 14 feet high.

2. The room to be arranged as a room for co-education, to include two entrances and two cloak-rooms, with all the usual appliances of a school-room.

3. The committee *approve*, if General Van Buren is able to secure it, a building upon the plan proposed by Mr. Philbrick, suggesting that it would be better to have a ground-plan of the whole building. If this can not be done, the plan upon the foregoing principles is recommended; or any harmony of the two plans or medium between them.

These opinions were conveyed to General Van Buren.

This Bureau has sent out 12,000 mail packets, composed of 17,000 pamphlets and letters, respecting the Exposition. The result has been more extensive than was at first anticipated, and furnishes a gratifying suggestion of what is possible to do at our Centennial Exhibition in 1876.

* In view of the fact that woman has derived such great benefit from the freedom of conscience and individual act, directly traceable to the spirit of the immortal Declaration of Independence, and believing that she should properly give expression

A census by the United States, with special reference to the preparation for the Centennial, would be exceedingly useful to the interests of education.

THE GREAT FIRES IN THE WEST AND IN BOSTON.

It is gratifying to observe, as described elsewhere, to what an extent the educational interests in those western localities which were visited last year by terrible conflagrations have already recovered from the effects of them. In Chicago, where were destroyed fifteen school-buildings, accommodating 10,000 children, nearly one-third of the total enrollment, as Superintendent Pickard's report informs us, there scarcely remains to-day a trace of the fire upon the schools, and the school year closes with only about two per cent. less attendance than at its beginning. This result, it should not be forgotten, is due largely to the earnestness and self-sacrificing devotion of superintendent and teachers, who, amidst the desolation of those few first days, decided that, with or without money, the schools should be continued.

Mr. Philbrick writes that the recent great fire in Boston destroyed no public-school buildings, and will not disturb the pay of the teachers, or interrupt, for any length of time, the even tenor of the schools.

The effect of the calamity upon the university at Cambridge is more severe. It sustains a loss of property worth $560,000, the annual income from which was $38,000. This is the heaviest blow from which the college has ever suffered. Her appeal for aid in this crisis is responded to by graduates and friends in all portions of the country. "We have received," writes President Eliot, "$85,000 during the past week toward repairing our losses, and the prospect is good that the whole loss will be covered by subscription. How many sacrifices, and how much devotion and hard work, simply to regain lost ground! But I do not forget that a defeat redeemed is sometimes better than a victory." It is to be hoped that the receipts may soon equal the losses sustained.

The Massachusetts Institute of Technology, though losing comparatively little directly, suffers from the fact that many of its friends have been crippled by the fire and are compelled to devote all their energies and means to retrieve losses.

The Boston University loses all but one of the fine buildings of the estate devised to it by its lamented founder, Isaac Rich, esq., the loss, over and above all insurance, being estimated by the trustees of the estate at $200,000. A granite block of stores, which cost $250,000 to build, being an investment of a portion of the funds of the theological school, was also entirely destroyed. By a circular letter issued by the corporation of the university, an appeal is made to all who appreciate

---

to her appreciation by directly identifying herself with work preparatory to, and so with the Exposition itself, the women of Philadelphia, lead by Mrs. M. E. Bronson Clark, propose an organization for this purpose, with which all the women of the land are to be invited to coöperate.

the highest education, and have means to assist in promoting it, for aid. Not less than $50,000 a year, for the next ten years, it is stated will be required in order that the university may continue in operation upon a scale worthy of its name and birthright.*

THE HEALTH OF THE SCHOOL POPULATION.

The effects of healthy training on the growing mind and body of the youth, and the influence of school-life in preventing, correcting, or producing disease, are subjects so vital to the public welfare, that every teacher should be awake to the importance of understanding them.

The census of 1870 reported the following number as dead at the ages mentioned:

Between 1 and 4 years old	203,213
Between 5 and 9 years old	26,329
Between 10 and 14 years old	15,979
Between 15 and 19 years old	20,262
Between 20 and 24 years old	25,981

So that the total mortality of the population below 25 years of age was 291,764, and the mortality of those who are fit subjects for elementary, secondary, and superior instruction, between 5 and 24 years of age, was 88,551.† But the mortality is only an indication of the amount of disease prevalent; and the diseases incurred during school-life, or aggravated by it, prepare many victims for lingering illness in later life, and contribute largely to the mortality of the adult population. Beside this, many troublesome complaints, not of perceptibly fatal character, are often contracted in school. It has been discovered, for instance, that cases of myopea, or short-sight, increase in frequency and in degree as the course of instruction carries children from elementary up to secondary schools, and youth from academies to colleges and professional studies.

Headache, bleeding at the nose, diseases of the eye and the spine, dyspepsia, affection of the bronchial tubes and lungs, exanthematous fevers, diphtheria, and many other complaints, have been undoubtedly induced or aggravated by the collection of numerous children in school under unfavorable conditions as to ventilation, light, heat, cleanliness, exercise, and habits of study. School-furniture is responsible for much curvature of the spine. Bad print, bad light, and bad position of the

* But a few days after the great calamity at Boston, information was received of the total destruction by fire of the Illinois Female College, at Jacksonville. No less than three times, during the last ten years, has a similar misfortune befallen this institution; and since upon each of the two previous occasions the college arose from its ashes to a new and more efficient life, it is not doubted that the present sad event will be attended with a like result, arrangements having been already made for the rebuilding of the institution.

† The mortality statistics of the Eighth and Ninth Censuses, with illustrative diagrams, by J. M. Toner, M.D., of Washington, D. C., were published in the Circular of Information of this Bureau for March, 1872.

head while studying, continually cause distortion of the eye, and resultant trouble. But neither time nor space will permit of further detail here. The material collected on this subject will be published at an early date.*

NECESSITY OF PUBLIC SANITARY MEASURES.

School management, proper in kind and degree, good buildings, scientifically constructed furniture, and clearly printed text-books, will obviate much of this trouble. The enlightened interest and coöperation of the medical profession are also much needed, and their advice should be sought and followed by all interested in the health of schools. But we must finally go behind all schools, and, prior to the entrance of children upon instruction, see that the infant offspring of the poor in all crowded centers of population is put in proper conditions of health, and is supplied with pure air, wholesome food, sufficient clothing and lodging. The awful mortality of children *before* school-age points to the still more dreadful amount of disease. Beside the 203,000 children which the census reports as dead between one and four years of age, countless thousands of little sufferers pined in dark rooms, wasted their young life in exhausting diseases, and lived on innutritious food. Of these no account can possibly be taken by the decennial census; nor is there any instrumentality for their record.

PUBLIC PARKS AS SANITARIUMS.

While many important measures for the preservation of public health will be found imperatively necessary hereafter, I can not avoid pointing out here the great and immediate importance of sanitary appliances for the children of our cities. The following suggestions from the pen of Joseph M. Toner, M. D., late president of the Medical Association of the District of Columbia, are taken from a letter to this office, dated June 3, 1872:

An examination of the published annual reports of the boards of health of our different cities for many years, reveals the fact that more than one-half of all the deaths occurring in them are of children under five years of age; and a study of the reports with reference to the causes of death, shows that a large percentage of them occur during the months of June, July, August, and September, and are attributed to cholera-infantum and kindred diseases, produced by the heats of summer.

Whenever the thermometer rises and remains for any considerable number of days above 80° Fahrenheit, unless the greatest care is taken, deterioration in the quality of all fresh animal food takes place, even where it is kept on ice; and when such has to be used by infants already weakened by meager diet, and by such protracted and exhaustive heats, their delicate digestion is sure to be damaged, and a class of diseases set up destructive to young children compelled to live in narrow courts and crowded and badly ventilated rooms. The poor, with the most active parental solicitude, can not

* Valuable suggestions on this subject, contained in an article by the celebrated Dr. Virchow, of Berlin, were published by this Bureau in the Circular of Information for August, 1870.

overcome these evils and inconveniences in cities, or provide from their limited incomes the best quality of food, even in times of sickness, for their families.

It has long been the habit of physicians to send children under three years of age to the country during the summer when their digestion becomes seriously deranged, (if their parents can afford the expense,) with the confident expectation that they will recover, and without medicine.

It is said the poor have no friends; at all events, so far no health-restoring springs, rural boarding-houses, or cool summer resorts have been established for the special accommodation of the needy poor. The impecunious condition of vast numbers of heads of families in large cities renders them utterly unable to remove their children to the country during the summer months, no matter how urgent might be the necessity for such a change to save their lives. Children in this sphere of life, in vast numbers, in spite of all the physicians can do for them in the city, gradually waste away and die. To counteract this waste of life, I conceived the project, and have to some extent promulgated the idea, that the founding by cities of one or more large free parks or camping grounds, as a resort for school children and their mothers and nurses during the summer months, might save the lives of many children who would otherwise perish.

Such parks or sanitariums ought to be located on elevated wooded lands, above the line of malaria, where there is good drainage and an abundance of spring water.

The site ought to be selected with special reference to its accessibility, on a line of railroad or a steamboat route, and within a couple of hours' run from the city, and where provisions and the necessaries of life are cheap.

In the United States every 300 feet of altitude above sea-level secures a temperature of about the equivalent of one degree of north latitude.

The grounds should be improved by the removal of all underbrush, the planting of shade, fruit, and ornamental trees, the laying out of walks and drives, and by the erection of cheap summer cottages and boarding-houses every way comfortable and suitable for the purposes of the institution. Those who could not obtain cottages should be permitted to erect canvas tents on particular parts of the grounds, and all be permitted to live in such style as might be suited to their means, provided they did not violate propriety, and observed a proper regard for the rights of others.

Play-grounds, gymnasiums, school-houses, and chapels ought to be provided, so as to secure as much healthy and refined home influence as possible for all.

The whole institution should be governed by liberal rules, so as to obtain the greatest amount of health and comfort to the greatest number, with the least constraint, but with due regard to the rights of all. A medical and civil police should have the immediate supervision of the establishment, to insure order and preserve a proper regard for the laws of health and the salubrity of the park.

In my report for 1870 I called attention to the value of parks in an educational point of view. I am happy to state that the legislature of New York passed, May 23, 1872, an act appointing seven commissioners of parks.

THE "TIMES" FUND FOR POOR CHILDREN.

One of the interesting reliefs undertaken for the young of the city of New York, and of the most salutary character, was carried forward by the managers of the New York Times newspaper. Mr. George F. Williams, who was especially active in managing the fund from first to last, furnishes the statements from which the following facts are drawn for the information of those in other cities who are studying methods for ameliorating the sufferings of the poor and young:

During the nine weeks of the pic-nic movement, eighteen excursions were given, with the following attendance:

Number of excursion.	Number attending.		
	Adults.	Children.	Total.
1st	45	560	605
2d	64	860	924
3d	122	1,103	1,225
4th	65	722	787
5th	65	862	927
6th	85	862	947
7th	200	587	787
8th	45	602	647
9th	103	904	1,007
10th	61	1,323	1,384
11th	161	1,439	1,600
12th	91	838	929
13th	72	609	681
14th	103	1,245	1,348
15th	227	1,652	1,879
16th	43	1,407	1,450
17th	27	1,507	1,534
18th	174	1,489	1,663
Total	1,753	18,571	20,324

The amount of money subscribed from July 4th to September 11th, inclusive, was nearly $19,400, of which about $15,920 were expended, and a balance of about $3,480 remains deposited with the National Insurance Company of New York City, subject to the order of the trustees of the fund, Messrs. George Jones, Charles H. Marshall, and Edward King.

The expenses of the eighteen excursions amounted to about $10,714, or about 52 cents for every person entertained. The following supplies were consumed: 6,840 loaves of bread, 22,828 large sponge-cakes, 185 hams, 192 tongues, 1,445 pounds of beef, 635 pounds of butter, 2,914 quarts of ice-cream, 2,585 quarts of milk, 35,000 pounds of ice, 19 boxes of lemons, 2,225 pounds of sugar, and 550 pounds of candy.

One special railway train was offered free of expense, and two special railway trains, fourteen barges and tugs, and one large steamer were chartered for the purpose of carrying the children out of town. It required the paid services of from 10 to 14 persons to serve the food to the children. A band of music accompanied every excursion, its services being twice gratuitous. Many hundred plates, mugs, saucers, spoons &c., were also purchased.

A relief movement was also organized and carried out simultaneously. Under its operation 63,139 domiciliary visits were made by 176 volunteer visitors under the direction of the district superintendent.

There were 2,217 medical visits to sick children; the lives of sixty-three infants were thus saved, and in addition, a very marked reduction of the average mortality of those weeks was observed; 3,715 families, comprising 8,970 individuals, were relieved. The expenses of the relief branch were about $5,216.

Edward Jarvis, M. D., in a communication to the Massachusetts State

Board of Health, brings out statistics showing an important relation of education to health:

The infant's life is in the care of the mother, and its safety depends upon the intelligence and discretion that she can give to this responsibility. There is no record that discriminates between the intelligent and ignorant of the mothers, showing the number of each class. Nor is there any record of the deaths of the infants of these educated and uneducated parents. But there is an approximation to these facts on a large scale in the registration reports of England.

In England, every person when married is recorded, and required to sign the register; and if unable to write, the bride and groom must make their mark.

The reports show the numbers and proportions of both grooms and brides in each district who wrote their names or made their marks.

The same records show the births and deaths at each age. For the purpose of showing the connection between the education of the parents and the life of their children, the records of twenty-five years, including 3,362,742 marriages, have been analyzed and divided into several classes, according to the proportions of the brides who wrote their names in the register.

In the most intelligent class, there were 648,260 marriages, and 20 to 30 per cent. of the women made their mark. In the least intelligent class, there were 661,929 marriages, and 60 to 70 per cent. of the brides made their mark. In the first class there were 2,231,959 children born, and 327,040, or 14.65 per cent., died under one year old. In the last class 1,776,547 children were born, and 439,359, or 24.87 per cent., died before they passed their first year. As often as 1,000 died in their first year, in the more intelligent class, 1,698 died in the least intelligent class among the same number born in each.

These classes are both large; each include city and country, commercial, mining, manufacturing, and agricultural districts. The only difference apparent is the diverse proportion of the mothers who could write their names.

It is not to be supposed here that the simple fact of inability to write caused the death of the infants. But the inability to write is a representative fact. It represents a want of education and intelligence, a lower degree of discipline and thrift. With these mental and moral conditions are associated more poverty, and even destitution, the more frequent want of means of support and the comforts of infant life, a more careless and indiscreet management, more intemperance, and neglect of children. In the best class 20 to 30 per cent. could not write, and in the worst class 30 to 40 per cent. had this accomplishment, but if these could be excluded, and none but the educated be in the first, and none but the ignorant in the last class, the difference in the chances of infant life would be found to be much greater.

VETERINARY INSTRUCTION.

The epidemic which lately visited the horses of the country has awakened the public mind to the necessity of a class of well-educated veterinary surgeons. In this respect we are far behind the countries of Europe. Indeed, what is there connected with the rural economy of the Old World, from which we may so profitably learn a lesson, as in securing skillful medical and surgical treatment for domestic animals? The twenty-five veterinary colleges in Europe of which we have information are measurably due to the lessons enforced by the prevalence of destructive diseases among animals. In this country the business of a "horse doctor" is almost universally spoken of in a tone of contempt. The late epidemic has given an unusual value to the services of persons skilled in treating the diseases of those animals. If this appreciation of

veterinary skill shall prove in any degree permanent, the epidemic, with all its evils, will not be unproductive of benefit.

The whole number of horses in the United States is estimated at nearly 9,000,000; representing the value of $700,000,000 or $800,000,000. It is within bounds to say that the portion of this amount annually lost by want of skillful medical treatment is not less than $15,000,000. The opinion has been expressed that for want of proper knowledge the country, in the purchase and losses of horses during the late war, incurred expenses to an amount greater than would have been required to maintain a national veterinary school or college for half a century. These considerations alone might be sufficient, but when added to these is the danger of such disaster as has lately fallen upon the country, entailing incalculable injury, not only in the actual loss of horses but in the hinderance to travel, delivery of mails, &c., and the almost total stagnation of many kinds of business, involving heavy losses, the necessity of some measures to prevent a recurrence of such a calamity is apparent. The only remedy lies in the establishment of veterinary schools, or of departments of veterinary science, in connection with existing institutions. The formation of a veterinary medical association in each State will do much to enhance the dignity of the profession. Educated veterinary surgeons, thoroughly scientific men, will occupy a position very different from that of the ordinary farrier or charlatan. Hospitals for clinical instruction should also be established, managed like similar institutions at the veterinary colleges in Europe. Very much the same kind of knowledge is acquired by the student of veterinary as of human medicine; the difference lies in the field of practical application. It were as reasonable to look with contempt upon the scientific man who inquires into the causes of the potato-rot, or the blighting of a wheat crop, as of the one who studies the diseases of domestic animals upon whom depends so large a portion of our wealth and comfort. Besides this the study of the best means for preserving the health of animals often develops facts and principles of no slight value in reference to the health of the human system. Some of the most serious diseases to which man is subject are found in amazingly near the same form in horses, and need essentially the same treatment. If anything will warrant the expenditure of public money for educational purposes, surely a sufficient warrant will be found in a case which involves the protection of so vast an amount of property, in the preservation of which the whole country has, if not an equal, at least a very great direct or indirect pecuniary interest. Let men be educated for the business, as in Europe, at the expense of the state.

It is gratifying to notice already indications of progress in some quarters. The Massachusetts Agricultural College has a professor of veterinary science, Professor Clark, for seven years assistant professor with Agassiz. A laboratory has been established, and the lectures are given with abundant illustrations. The Veterinary College of New York, which, its members claim, is the only regular college of this kind in the

United States, was chartered in 1857, and its importance and usefulness are recognized by the leading members of the profession in that city. Last year it had thirteen students. A free scholarship in this college is placed at the disposal of each State agricultural society. The college is maintained entirely by private subscription. Concerning the Pennsylvania Veterinary College, at Phildelphia, the statements are so conflicting that it is difficult to determine its status.

Mr. James Law, professor of veterinary science in Cornell University, writes me of the effort already made there to furnish this instruction. He also sends specimens of papers prepared by the students in their examinations upon the subject, showing commendable interest and effort.

A recent convention of agriculturists in Indianapolis, in view of the growing importance of the live-stock interests of the country, passed a resolution urging the establishment of an efficient professorship of veterinary practice in each agricultural college.

These special objects, it should not be forgotten, will be greatly promoted by the increase of intelligence among the farmers.

ART TRAINING.

There appeared in London, in 1869, a book entitled "Hiatus—the Void in Modern Education; its Cause and Antidote," in which the author says: "It is sufficiently evident that the prevailing deficiencies in our present plan of education are deficiencies in point of fine art and emotional susceptibilities to certain unfailing influences, derivable, though not always derived, from the survey of natural phenomena; beauty being the chief of these influences."

The deficiencies in American education in this particular are widely felt and acknowledged. The increased attention given to drawing in our schools is tending to multiply the means by which the better understanding of the language of art is possible. The knowledge of drawing may be said to bear the relations to art in certain aspects that the knowledge of A B C does to poetry; but more, much more, than instruction in drawing is alike possible and necessary. Whatever susceptibility to the enjoyment of the beautiful is possessed by any soul should be developed. How essential this to the most beautiful individual or national life! It is much to produce names great in art, and instruction that will accomplish this is not in vain. While American education should be consistent with this result, nay, productive of it, it should also seek to make universal the discovery, appreciation, and enjoyment of the beautiful. With a view to aiding whatever impulses there may be here and there toward this result, I have secured, and publish among the accompanying papers, a short article adapted to meet, if possible, the present condition of things, prepared by Martin B. Anderson, LL. D, the eminent president of Rochester University, New York, whose personal labors for himself and his university are illustrative of what is possible under our present disadvantages.

For statistics of museums of art reference is made to the table of museums in the appendix to this report. It is a matter of deep regret that it has been found impracticable to make these statistics more complete.*

THE SUPERVISION OF EDUCATION.

The history of the development of educational supervision by each State in the Union is a study full of interest and instruction. It indicates conclusively that the American people have almost universally come to the conviction that no State can expect an efficient system of education for its children which has not a competent officer devoted to the supervision of this important interest.

The following table will show—

The title and salary of State executive school officers.

States.	Title.	Am't.
Alabama	Superintendent of public instruction	$3,000
Arkansas	do	3,500
California	do	3,000
Connecticut	Secretary of the State board of education	3,500
Florida	Superintendent of public instruction	2,000
Georgia	State school commissioner	2,500
Illinois	Superintendent of public instruction	2,500
Indiana	do	1,500
Iowa	do	2,200
Kansas	do	1,200
Kentucky	do	2,000
Louisiana	do	5,000
Maine	Superintendent of common schools	1,800
Maryland	President of the board of State school commissioners	.....
Massachusetts	Secretary of the State board of education	3,000
Michigan	Superintendent of public instruction	1,000
Minnesota	do	2,500
Mississippi	Superintendent of public education	3,000
Missouri	Superintendent of public instruction	3,000
Nebraska	do	2,000
Nevada	do	2,000
New Hampshire	do	1,200
New Jersey	do	2,000
New York	do	5,000
North Carolina	do	1,500
Ohio	State school commissioner	2,000
Oregon	The governor *ex officio*	.....

* It is proper to record in this place the recent acquisition, by the New York Museum of Fine Arts, of the unique and priceless collection of statuary gathered by General di Cesnola, United States consul at Cyprus.

Title and salary of State executive school officers—Continued.

States.	Title.	Am't.
Pennsylvania	Superintendent of common schools	$3,500
Rhode Island	State school commissioner	2,500
South Carolina	Superintendent of public instruction	2,500
Tennessee	The treasurer *ex officio*	.....
Texas	Superintendent of public instruction	2,500
Vermont	Secretary of the State board of education	1,200
Virginia	Superintendent of public instruction	2,000
West Virginia	General superintendent of free schools	1,500
Wisconsin	Superintendent of public instruction	.....

Since the laws from which the above information was drawn were examined, Oregon has passed an act providing for the State supervision of public instruction, and Tennessee is expected to do the same by its present legislature.

It will be observed that two States, New York and Louisiana, pay their chief executive school officers $5,000 each; three States, Arkansas,* Connecticut, and Pennsylvania, $3,500 each; five States, Alabama, California, Massachusetts, Mississippi, Missouri, $3,000 each; six States, Georgia, Illinois, Minnesota, Rhode Island, South Carolina, and Texas, $2,500 each; one, Iowa, $2,200; seven States, Florida,* Kentucky, Nebraska, Nevada, New Jersey, Ohio, and Virginia, $2,000 each; one, Maine, $1,800; three, Indiana, North Carolina, and West Virginia, $1,500 each; four, Kansas, New Hampshire, Vermont, and Wisconsin, $1,200 each; and one, Michigan, $1,000. Tennessee and Oregon pay no salaries for services as superintendent.† In Maryland the expenses of the board of edueation are paid.

The quality of service demanded of these officers is the very highest. They must be men of ability and attainments, of high character, up with the times in their profession, and successful in the administration of affairs. The discharge of their duties touches every child in the State. No other class of officers has equal direct responsibility in molding the character of future generations; yet it will be seen that, in a considerable portion of the States, their pay does not equal that expected by a clerk of fair ability, whose only duty is to sell groceries or calico by retail. What can be more scandalous than that the State of Michigan should pay to the superintendent of public instruction only $1,000, or Wisconsin only $1,200, or Ohio, in which the disbursement for education approaches $8,000,000, only $2,000?

* Payable in State scrip, which is variable in value.

† Since the above was written Tennessee has passed a law giving her superintendent $3,000, and Oregon pays $1,500.

It will be interesting to extend this examination and include the facts connected with the compensation for the services of the presidents and professors of our colleges, and superintendents of our cities, and a large share of the best literary labor in the country.

In addition to the administrative work of a school superintendent of State or city, or the president of a college, it will be found, by looking through this report, what a vast amount of other labor is performed by them of a literary character, particularly in the production of text-books and the delivery of addresses.

Many of these men are expected to do all that can be required of a scholar, or scientist, or orator, and at the same time all that could be expected of the administrator of most multiplied and important affairs. Very often they have no one to assist them with head or hand. Great relief would be afforded, and efficiency added, by giving a superintendent or college president appropriate clerical aid. The limited extent to which these overtasked and underpaid men avail themselves of the aid of short-hand writers is surprising.

CONCLUSION.

No one can be more sensible of the omissions rendered necessary by the great size of this volume, than I am. Many subjects of great interest are hardly alluded to, and many others not noticed at all.*

---

* A short note respecting a few of these topics is here inserted.

The article on kindergarten progress is necessarily omitted. Miss Elizabeth P. Peabody, of Cambridge, Massachusetts, still devotes herself enthusiastically to kindergarten culture. Mr. John Kraus, so long connected with this office, will, in New York, do his utmost in the same direction. The benefits of this training for children between the nursery and the school are becoming better appreciated. In Boston, Saint Louis, Detroit, Cleveland, and other cities, considerable effort has been made to use something of Froebel's methods in connection with the public systems. Great good, no doubt, is to arise from the modifications of home training which it is fittest to promote.

Miss Matilda H. Kriege's kindergarten training class in Boston is temporarily discontinued.

The Poppenhusen Institute, at College Point, Long Island, was established by Mr. Conrad Poppenhusen for the benefit of his employés. Miss Jahn, a graduate of the normal school at Berlin, is the present teacher.

Dr. Adolf Douai, author of works upon kindergarten training, is now at the head of a kindergarten school in Newark, New Jersey.

Miss Marie Fritsche is principal of an excellent kindergarten connected with the normal school at Des Moines, Iowa.

Miss Maria Boelte, a pupil of Frederick Froebel's widow, is principal of the kindergarten of New York City. This lady has also a "class for mothers."

A kindergarten has just been established at Montclair, New Jersey, with Miss Maedawiel as principal.

Miss Emma Marwedel has opened a kindergarten in connection with her school for physical culture in Washington, District of Columbia.

Mrs. John Ogden is to open a kindergarten at Columbus, Ohio.

All special treatment of female education must be omitted; all facts gathered in regard to co-education, as well as a large amount of information collected by Mrs.

I have the honor to make the following recommendations:

First. An increase of the permanent force of this office commensurate with the increasing amount of work to be done.

Secondly. An appropriation sufficient to pay for suitable cases for the books and records of the office, and for preserving the models of school-apparatus, &c., presented to it.

Thirdly. Additional funds for the publication of Circulars of Information to meet the increasing demand for the same.

Fourthly. 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.

Fifthly. 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 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 in its wisdom may deem fit and proper.*

Julia H. Holmes in New York City, for the Bureau, showing the relation of woman's education to her industries; also, an interesting account of the training of women as nurses in Europe, and of the efforts of Julia F. Gould and others to introduce similar measures in connection with the hospitals in New York.

Moreover, there must also be omitted any special treatment of the evils of the sub-district system, or of the advantage of instruction in music and in drawing in public schools.

*The Committee on Education and Labor in the House of Representatives, of which Hon. L. W. Perce is chairman, during the late session of Congress reported a bill with essentially this purpose of aid in view. After careful debate it passed that body and was sent to the Senate last February.

The National Teachers' Association, at their late annual meeting in Boston, with representatives present from all quarters of the country, and of all differences of opinion on other than educational subjects, adopted a resolution "approving the bill now pending in Congress, for the appropriation of the proceeds of the sales of the public lands to educational purposes."

In a letter recently received from Rev. Barnas Sears, D. D., agent of the trustees of the Peabody educational fund, he says: "Nothing more important, nothing more con-

Sixthly. I need not more than allude to the fact that the extra work and extra expense for stationery and clerical assistance, &c., entailed on this Bureau by the endeavor to show thoroughly the methods, progress, and advantages of our public-school system at Vienna, will need an additional appropriation *available this winter.*

Seventhly. It is strongly urged by many educators in the country that the General Government should make adequate appropriations for the expenses to be incurred in representing American education at the Vienna Exposition, including the cost of preparing a common-school house, and its transportation, with other material—books, apparatus, &c.—necessary to illustrate the conduct of American common schools; and also the preparation of a report upon the educational lessons of the great Exposition for the benefit of American educators, and I earnestly recommend that this item of expense be included in whatever general appropriation Congress may see fit to make in aid of American representation at this Exposition.

Eighthly. I respectfully recommend that such provision as may be seen best in the wisdom of Congress, be made for the publication of ten thousand copies of the annual report of this Bureau, immediately on its completion, to be put at the control of the Bureau for distribution among its correspondents and the educators of the country, however many may be ordered for distribution by members of the Senate and House.

My thanks are due to the thousands of educators in different parts, who have cordially coöperated in aiding the work of the office, and also to the Commissioner of Patents, the Superintendent and Acting Superintendent of the Ninth Census, the Commissioner of the General Land-Office, the Congressional-Printer, the Chief of the Bureau of Statistics, and the Commissioner of Agriculture, for valuable information.

It is very agreeable, at the close of another year, to have so abundant occasion to renew the expressions of my obligations to the Assistant Secretary and yourself, and to the President, for wise direction and hearty coöperation in the performance of the duties of this office.

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

JOHN EATON, JR.,
Commissioner.

HON. C. DELANO,
Secretary of the Interior.

---

ciliating could be done by Congress for the Southern States, than to make a liberal appropriation for the public free schools. The white population generally feel the necessity of educating the colored race as well as their own children; but almost the whole burden falls upon themselves, as the colored people ordinarily have but a slight poll-tax. Mr. Hoar's educational fund bill meets the case substantially, and would undoubtedly be acceptable to the people, with the exception of a limited number of party men."

Similar testimony comes from the remote Territories as well as from many sections of the different States.

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.

[From report of Hon. Joseph Hodgson, State superintendent of instruction, for the scholastic year commencing January 1 and ending September 30, 1871.]

SCHOOL-FUND.

The school-fund for the scholastic year, as certified to this department by the State auditor, was derived as follows:

Interest on sixteenth-section fund, from December 1, 1869, to October 1, 1870	$115,268 85
Interest on valueless sixteenth-section fund, from December 1, 1869, to October 1, 1870	6,472 75
Interest on surplus revenue	44,605 78
One-fifth aggregate revenue	232,462 25
Poll-tax	82,579 66
From revenues derived under section 957 of the revised code	100,000 00
Total	581,389 29

The school-fund for the scholastic year commencing October 1, 1871, and ending September 30, 1872, as certified to this department by the State auditor, amounts to $604,978.50.

Financial statement.

Public-school fund for 1851	$237,515 39
Public-school fund for 1856	267,690 41
Public-school fund for 1857	281,874 41
Public-school fund for 1869	524,621 68
Public-school fund for 1870	500,409 18
Public-school fund for 1871	581,389 29
The increase of school-fund for 1871 over that of 1870 amounts to	80,980 11
Cost of administration in 1870	$86,123 82
Cost of administration in 1871	44,588 21
Decrease	41,535 61
Total available fund for 1871–'72	$640,627 83
Already apportioned to schools	560,000 00
Balance unapportioned	80,627 83

* The statistics of city schools, tabulated from the figures given by the city superintendents, as well as the names of the presidents and the statistics of the higher educational institutions of each State, will be found in their appropriate place among the statistical tables at the end of this volume. These tables of the schools and colleges embody the information given, in response to the circulars of inquiry sent out from this Bureau, by those in charge of the institutions. Owing to want of space, reference will be made in the text only to institutions from which the Bureau possesses printed or written information relating to matters of special interest.

The above apportionment is at the rate of $1.33\frac{1}{3}$ to each child, which is the same as last year. A large amount has been reserved in order that the necessary appropriations may be made for the improvement of the State university, the establishment of normal schools, and the correction of previous errors, by which several towns have been deprived of interest upon their sixteenth-section funds. Whatever balance may then remain will be apportioned thereafter.

NEW SCHOOL CODE.

At their last session, the members of the board of education did much to reform the public-school system, but the code of laws which they then enacted has been proved by the experience of the last year to be faulty in several important respects.

TEACHERS' INSTITUTES.

The law provides for teachers' institutes, but makes no provision for their encouragement. During the past year institutes have been held in nearly all the counties, for the first time in the history of public instruction in Alabama. The result has been most satisfactory.

The superintendent thus writes: "The board of education should designate certain central points and convenient times at which several counties may unite in institutes, and that a competent teacher, trained in a normal school, be employed to give instruction to the teachers on such occasions. I am satisfied that in this way our teachers of public schools would become far more efficient at a very small cost to the State.

STATE TEACHERS' ASSOCIATION.

"As an auxiliary to the teachers' institutes, I organized in July a State association of teachers. It was largely attended by leading educators from all parts of the State, and for three days the addresses and debates elicited unflagging attention.

"I would suggest, inasmuch as it is expedient for county superintendents to visit the capital at least once in each year to adjust accounts, that they be empowered to attend the annual educational convention, and that a small appropriation be made to pay their expenses. Nothing would go further to advance the cause of public instruction than a convention of county superintendents once a year.

THE STATE UNIVERSITY.

"The State university was re-organized by the board of education, sitting as a board of regents. It had fallen into bad repute, and was without students. The board selected an able faculty, equal in ability to any who had preceded them. Notwithstanding the difficulties with which the university has been obliged to contend for several years, its present session opened with most flattering prospects, and the corps of cadets numbers nearly as many as before the war. It is unnecessary for me to call the attention of the people to the importance of sending their sons to an institution of their own.

NORMAL DEPARTMENT OF THE UNIVERSITY.

"In this department, which is designed for the preparation of teachers, instruction is given by each professor as to the best manner of imparting a knowledge of the subjects taught, and at stated times the pupils are required to practice the principles taught by teaching a class, under the immediate direction of the professor. The president of the university will deliver a course of lectures on the art of teaching and conducting schools, with special reference to discipline. Certificates of proficiency, setting forth their qualifications, will be given to those who leave the university for the purpose of teaching, which certificates will at once admit them, without further examination, into the public schools as teachers.

SCHOOL OF AGRICULTURE AND MECHANICS.

"It will devolve upon the general assembly to appropriate to some institution of learning the annual interest of the fund now being realized from the congressional land-grant. Two hundred and forty thousand acres have been given to the State for an endowment to agricultural and scientific schools. This land has been sold by the State commissioners for $218,000, and will realize us an annual revenue of about $17,000. Here, then, we have for our own State the means of setting on foot a system of instruction which will extend to our laboring population the great benefits which have been derived from similar institutions in Europe. If such polytechnic schools for training in the practical arts are encouraged by the State government, I confidently expect to see the most important results at no distant day."

SCHOOL ATTENDANCE.

	White.	Colored.
Number of pupils enrolled, male	45,396	27,512
Number of pupils enrolled, female	41,580	26,824
Total number of pupils enrolled	86,976	54,336
Average number of male pupils in attendance	34,180	21,059
Average number of female pupils in attendance	32,178	20,249
Total average attendance	66,358	41,308
Increase in attendance since last year	30,395	25,211

NUMBER OF SCHOOLS.

	White.	Colored.
Number of primary schools	544	754
Number of intermediate schools	792	143
Number of grammar schools	812	26
Number of high schools	251	2
Total	2,399	922

NUMBER OF PUPILS IN DIFFERENT BRANCHES.

	White.	Colored.
Pupils studying orthography	76,015	46,823
Pupils studying reading	52,572	23,786
Pupils studying writing	38,931	13,162
Pupils studying arithmetic	32,924	10,722
Pupils studying geography	14,449	7,631
Pupils studying grammar	14,167	1,127

TEACHERS.

	White.	Colored.
Number of teachers, male	1,573	745
Number of teachers, female	924	228
Total	2,497	973
Average monthly pay of teachers	$42 15	$43 06

Average duration of schools, 3 months 8½ days.

RECAPITULATION.

Total enrollment, 1871	141,312
Total average attendance	107,666
Total increase in attendance since last year	55,606
Total number of schools	3,321
Total number of teachers	3,470

At the conclusion of his report, the superintendent says: "In submitting this report I would call the attention of your excellency to the fact that a large proportion of the public schools during the past year did not cease operation as soon as the public fund was exhausted, but were continued by private contribution. Thus the public fund has been made a most valuable auxiliary to the educational interests of the State. It has paid more than half the tuition of nearly all the children of the State, and all the tuition of, by far, the greatest number."

THE PEABODY FUND.

From the report of Dr. Sears, superintendent of this fund, we make several extracts to show the aid that has been extended to the educational interests of the State.

To an inquiry respecting local taxation, the superintendent replied, March 28, 1872: "No local taxes are levied in this State for school purposes, except in the counties and cities (two of each) mentioned in my report; but such taxes may be levied, as you will see from the law. Thus, while the State is unable to raise money enough by a general tax to support the schools for a period much beyond three months, the people are so averse to local taxation that they will not, in this way, supplement the State funds. An attempt is made to meet this difficulty by requiring, as far as practicable, the school funds to

be supplemented to an amount sufficient to continue the public schools in operation for at least five months. It would seem that the additional money is to be raised by voluntary contribution, and that an agreement must be entered into by the contributors to make the schools free, and to place them under the supervision and control of the public-school authorities. This may be the best that can be done; but, as light dawns upon the people, they will see that they are paying dear for their prejudice against a school-tax. The plan can be viewed only in the light of a transition to a better state of things.

GREENSBOROUGH.

"It was hoped that the schools of Greensborough would have become this year self-supporting; but the superintendent wrote, March 12, 1872: 'The prospects of receiving State aid are so gloomy that I feel constrained to request the continuance of the same assistance that you have so kindly given for the past two years. Our schools are fuller than ever before.' The donation, $1,000, was renewed.

SELMA.

"The president of the board of education of Selma wrote, August 5, 1871: 'When I last saw you I thought we should be able by this time to keep our free school without further assistance from the Peabody fund; but we have been disappointed. There is a provision in our city charter which limits the amount of our school-fund from the city tax to 10 per cent. of the gross revenue of the city. We endeavored, at the last session of the legislature, to remove this restriction, but met with opposition, which defeated the measure.' The former donation of $2,000 was continued.

MONTGOMERY.

"The superintendent of Montgomery wrote: 'Your generous gift assisted us so much last year that we had hoped to carry our schools through the year without any assistance from outside; but the State treasurer is unable to pay the State apportionment, about $2,500, and we must close at once, unless we can obtain help.' We promised $1,500, on condition that the schools be continued through the year.

"Altogether there has been expended from this fund in the State $9,200."

ALABAMA TEACHERS' ASSOCIATION.

The second annual meeting of this association was held at Montgomery, July 9th, 10th, and 11th.

Addresses were delivered by Hon. Joseph Hodgson, president and State superintendent of public instruction; by Professor Kennedy on the "best incentive to study;" by Hon. E. R. Dickson on the "best method of diffusing education;" by Colonel Menifee, county superintendent of Pike County, in behalf of popular education. He was followed by Rev. Dr. Andrews, president Southern University, Greensborough; Mr. Goodwin and Dr. Stout, of Atlanta; Major Davis, of Louisville; Mr. Calvin, of Augusta. Rev. Mr. Cook, Professor Hale, Professor Hogg, and Rev. D. C. B. Connerly and others also made addresses upon practical subjects, and all earnestly in sympathy with the movement for sustaining a system of public schools.

Professor Lupton, president of the State university, expressed himself as in full accord with the public-school movement. Though he saw difficulties in the way, he thought they would be overcome. It was only necessary to show the people the good to be derived from the results of the system.

All the discussions during the meetings of the association demonstrated that Alabama has many able workers in the cause of public schools who are striving to lay the foundations of a progressive system of public education in the State.

INSTITUTIONS.

MEDICAL COLLEGE OF ALABAMA.

The circular of this institution for the session of 1872–'73 contains the following record of its progress and present condition:

At the session of the college for 1868–'69 there were 22 students, 4 of whom graduated at the close of the session. The next year, or the session of 1869–'70, there were 25 students, of whom 7 graduated. The next session 54 students attended the lectures, 15 of whom graduated. At the last session, that of 1871–'72, there were 91 students and 37 graduates. Thus the institution has had a steady and uniform growth.

The system of free lectures still continues.

REASONS FOR MAKING THE LECTURE COURSE FREE.

The building was erected by the State, and presented to the trustees as a free gift. The city of Mobile presented a museum and complete chemical apparatus, at a cost of $80,000.

At the close of the war it became apparent that many of the students were unable to pay the customary charges for tuition. The faculty, therefore, decided to make the lectures free, and charge fees only sufficient to meet the ordinary running expenses of the institution. In the opinion of the faculty, the plan accomplishes all that was desired. They do not object to the endowment of the various chairs, but claim to have adopted the present system as the plainly indicated want of the times.

The faculty also urge their friends to foster the institution, and to contribute their moral support to its sustenance upon the plan adopted.

TALLADEGA COLLEGE.

This institution is the outgrowth of the work carried on by the American Missionary Association, and is still under its supervision, and partially maintained by it. It is intended by the founders to build up an institution complete in all its departments, commencing with preparatory and normal departments, and developing into a college. A building, sixty by one hundred feet, erected before the war, surrounded by forty acres of land, was, with the assistance of the Government, purchased in 1867. In honor of one who contributed largely, it is called Swayne Hall. In the summer of 1870 a second building was completed, at a cost of $20,000. This building, in testimony of the liberality of Rev. L. Foster, of Blue Island, Illinois, is named Foster Hall. The advantages of the school are extended to both sexes, and to all without distinction of sect, race, or color.

In addition to the preparatory and normal departments, now in operation, collegiate, ladies' higher, and professional schools are to be organized as soon as there shall be a demand for them. A theological department was opened at the commencement of the session of 1872–'73. The college also sets forth its pressing need of funds to expand its work.

ALABAMA INSANE HOSPITAL.

The eleventh annual report of the officers of the Alabama Insane Hospital, Dr. Peter Bryce, superintendent, contains some facts interesting to educators.

The number of recoveries in proportion to the admissions is greater than last year, and the deaths have correspondingly diminished. These facts are, in the opinion of the superintendent, the more remarkable from the fact that an unusually large number of incurable and feeble patients were admitted. In the appendix to the report, among others, are the tables given below:

Social relations of patients received during past ten years.

	Men.	Women.	Total.
Married	210	114	324
Single	169	106	266
Widowed	30	59	89
Unknown	9	14	23

Education of patients received during past ten years.

	Men.	Women.	Total.
Received a liberal education	19	13	32
Received a good education	98	47	*145
Received a limited education	198	115	313
Received no education	83	98	181
Unknown	11	20	31

*From this it appears that out of the 702 patients under treatment for the ten years from 1861 to 1871, only 177 had received a good education.

SPRING HILL COLLEGE.

This college was incorporated in 1836 by the State of Alabama, with all the rights and privileges of a university, and empowered to confer academic honors. The college building was burned in 1869, but has been rebuilt on an improved plan. The course is divided into classical and commercial departments. These are preceded by a preparatory course.

HOWARD COLLEGE.

The organization of this college is said to be similar to that of Washington and Lee University. There are ten different departments, and each student may choose which of these he will attend, but he is required to attend at least fifteen recitations per week. The departments are: 1. School of Latin. 2. School of Greek. 3. School of modern languages. 4. School of English. 5. School of moral science and theology. 6. School of mathematics. 7. School of chemistry, geology, and mineralogy. 8. School of natural philosophy and applied mathematics. 9. School of civil engineering. 10. Business school.

The degrees conferred are those of Bachelor of Philosophy, Bachelor of Science Bachelor of Arts, Master of Arts, and Civil Engineer, for the attainment of which, certificates of proficiency in varying combinations of the different schools are prerequisites.

MARION FEMALE SEMINARY.

This seminary is claimed to be one of the oldest schools of a high grade, for the education of females, in the State.

The scholastic year embraces nine months.

TUSCALOOSA FEMALE COLLEGE.

Large additional buildings have been erected recently for study-halls, recitation-room, music and art departments. The school embraces primary, intermediate, academic, and collegiate departments. A normal department is also announced.

FLORENCE SYNODICAL FEMALE COLLEGE.

This institution embraces a primary and a collegiate department. The collegiate course extends over four years.

DEATH OF REV. WILLIAM H. MITCHELL.

Rev. William H. Mitchell, D. D., president of the Florence Synodical College, died October 3, 1872.

He was born at Monoghan, Ireland, September 7, 1812. He received a classical education, and afterward studied law with his father. In his twenty-sixth year he married, and shortly after came to Montgomery, Alabama, where he taught school for several years, and was licensed to preach by the presbytery of East Alabama in 1843. He was settled as pastor at Wetumpka for seven years. He removed to Florence in 1850, where he was settled as pastor till 1871. In 1856 he became president of the college.

He was possessed of great executive powers as presiding officer and as teacher. His influence for good over his pupils was most marked. In all the relations of life he bore himself in such a manner as to win the confidence and respect of the entire community, and his death is deplored as a public calamity.

FACTS FROM THE UNITED STATES CENSUS

Area and population.—In 1870, Alabama was the sixteenth State in population, having 996,992 inhabitants, in an area of 50,722 square miles, an average of 19.66 persons to the square mile. This population consisted of 521,384 whites, 475,510 negroes, and 98 Indians; 987,030 were natives of the United States, 9,962 were foreign-born; of the native residents of the State, 369,635 whites, 374,418 blacks, and 93 Indians, were born within its borders; of the foreign residents, 2,482 were born in Germany, 3,893 in Ireland, and 1,041 in England.

School attendance.—According to Table IX, vol. 1, of Census Report, 77,139 persons of all ages attended school in the State in 1870; of these only 48 were foreign-born. The white male scholars numbered 31,098, and the white female scholars 30,226; the colored male scholars 7,502, and the colored female scholars 8,313.

Illiterates.—The number of persons of all races, 10 years old and over, unable to write was 383,012, of whom only 870 were foreign-born.

Age, sex, and race of illiterates.—Of the white illiterates, 10 to 15 years old, 13,214 were males and 11,016 were females; of those from 15 to 21 years old, 9,642 were males and 9,757 were females; of those 21 years old and over, 17,429 were males and 31,001 were females. Of the colored illiterates, 10 to 15 years old, 24,391 were males and 22,615 were females; of those 15 to 21 years old, 25,616 were males and 28,915 were females; of those 21 years old and over, 91,017 were males and 98,344 were females; 55 illiterates were Indians.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions is 2,969; these had 2,372 male and 992 female teachers. The public institutions numbered 2,812, with 2,173 male and 835 female teachers, 33,390 male and 33,873 female scholars.

Amount and source of educational income.—The total income of all the educational institutions was $976,351, of which $39,500 were derived from endowments, $471,161 from taxation and public funds, and $465,690 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools for educating these 67,263 pupils, was $629,626, of which sum $8,000 were derived from endowments, $447,156 from taxation and public funds, and $174,470 from other sources, including tuition.

Colleges.—The 8 colleges reported, with 42 male and 21 female teachers, contained 1,026 pupils, and had a total income of $108,800.

Academies.—The 46 academies had 132 teachers, 3,086 pupils, and an income from tuition, &c., of $142,750.

Private schools.—The 83 (private) day and boarding schools had 97 teachers, 3,129 pupils, and an income of $70,870, of which $2,000 were derived from taxation or public funds.

Libraries.—The libraries of the State were: Public, 298, with 86,577 volumes; private, 1,132, with 490,305 volumes; making a total of 1,430 libraries, with 576,882 volumes.

The press.—Eighty-nine periodicals, with an aggregate circulation of 91,165 copies, and an aggregate annual issue of 9,198,980 copies, were reported.

Churches.—Of the 2,095 church organizations in the State, 1,958 had edifices, with 510,810 sittings; the church property was valued at $2,414,515.

Pauperism.—The paupers reported numbered 687, of whom 354 were native whites, 327 native blacks, and 6 foreigners.

Criminals.—Of the 593 prisoners, 149 were native whites, 436 native blacks, and 8 foreigners.

Age and sex of population.—Of the total population of Alabama, 342,976 persons were from 5 to 18 years old, of which number 173,273 were males and 169,703 were females. The number 10 years old and over was 706,802, of whom 340,984 were males and 365,818 females.

Occupations.—Two hundred and seventy-five thousand six hundred and forty males and 89,618 females of these ages were engaged in various occupations; of these 365,258 employed persons 291,628 were engaged in agricultural pursuits, 42,125 in professional and personal services, 14,435 in trade and transportation, and 17,070 in manufactures, mechanical and mining industries.

Age and sex of working population.—Of the 365,258 reported as employed, 34,059 males and 14,068 females (a total of 48,127 persons) were between 10 and 15 years old; 220,699 males and 72,858 females (equal to 293,557 persons) were between 16 and 59 years of age; and 20,882 males and 2,692 females (or 23,574 persons) were 60 years old and over.

LIST OF SCHOOL OFFICIALS IN ALABAMA.

Hon. JOSEPH H. SPEED, *superintendent of public instruction, Montgomery.*

County.	Name.	Post-office address.
Autauga	G. L. Alexander	Prattville.
Baker	J. L. Williams	Hardey.
Baldwin	H. Hall, sr	Howard's Wharf.
Barbour	B. B. Fields	Eufaula.
Bibb	N. C. Lagron	Centreville.
Blount	F. A. Hanna	Blountsville.
Bullock	C. J. L. Cunningham	Union Springs.
Butler	J. N. Thigpen	Greenville.
Calhoun	J. C. McAuley	Oxford.
Chambers	T. W. Greer	La Fayette.
Cherokee	W. H. Lawrence	Centre.
Choctaw	V. R. Williams	Butler.
Clarke	M. Egell	Gainestown.
Clay	A. Williamson	Hillabee.
Cleburne	N. G. Mulloy	Chulafinnee.
Coffee	Alfred McGee	Elba.
Colbert	M. C. Bird	Tuscumbia.
Conecuh	W. J. Ledkins	Evergreen.
Coosa	N. D. Moore	Rockford.
Covington	E. G. Mancill	Andalusia.
Crenshaw	J. J. Bremson	Rutledge.
Dale	W. H. Stuckey	Clopton.
Dallas	E. I. Morgan	Selma.

List of school officials in Alabama—Continued.

County.	Name.	Post-office address.
De Kalb	P. B. Frazier	Portersville.
Elmore	W. P. Hannore	Wetumpka.
Escambia	I. T. B. Ford	Pollard.
Etowah	R. J. C. Hail	Gadsden.
Fayette	B. F. Peters	Fayette.
Franklin	I. J. Rogers	Pleasant Site.
Geneva	I. H. Reese	Geneva.
Greene	W. C. McCracken	Eutaw.
Hale	U. H. Yerby	Greensborough.
Henry	I. W. Foster	Abbeville.
Jackson	J. J. Brown	Scottsborough.
Jefferson	J. R. Rockett	Elyton.
Lauderdale	J. W. Weems	Florence.
Lawrence	Peter White	Moulton.
Lee	J. F. Yarborough	Opelika.
Limestone	T. S. Malone	Athens.
Lowndes	H. W. Coffey, M. D	Benton.
Macon	H. C. Armstrong	Notasulga.
Madison	A. W. McCullough	Huntsville.
Marengo	G. F. Ellis	Linden.
Marion	P. M. R. Spann	Pikeville.
Marshall	A. J. McDonald	Guntersville.
Mobile	E. R. Dickson	Mobile.
Monroe	T. J. Emmons	Monroeville.
Montgomery	J. Fitzpatrick	Montgomery.
Perry	J. H. Houston	Uniontown.
Pickens	J. Somerville	Bridgeville.
Morgan	T. Morrow	Somerville.
Pike	W. C. Meneffe	Troy.
Randolph	J. M. K. Gwinn	Wedowee.
Russell	J. U. Brannon	Seale's Station.
Sanford	J. M. J. Greyton	Vernon.
Shelby	D. G. Wyatt	Columbiana.
Saint Clair	F. Dillon	Cropwell.
Sumter	M. C. Kinnard	Livingston.
Talladega	W. L. Lewis	Talladega.
Tallapoosa	Samuel C. Oliver	Dadeville.
Tuscaloosa	R. S. Cox	Tuscaloosa.
Walker	J. C. Scott	Jasper.
Washington	A. J. Richardson	Saint Stephen's.
Wilcox	E. D. Moriell	Camden.
Winston	C. W. Hanna	Houston.
City	H. M. Bush	Montgomery.
City	W. C. Ward	Selma.

ARKANSAS.

In the absence of any official report, the following letter of the State superintendent of public instruction to the United States Commissioner of Education is given, as furnishing the only official information of the condition of education in this State now in the possession of this Bureau:

"OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF ARKANSAS,
"*Little Rock, Arkansas, December* 11, 1872.

"DEAR SIR: Your communication of the 22d ultimo, with respect to furnishing school statistics in our State, to be embodied in your forthcoming report, has been received, and I have delayed answering until now, hoping that reports might come in which would enable me to comply, at least to some extent, with your request; but in this I have been disappointed. I have long been waiting for the circuit superintendents to furnish me with the necessary data to enable me to make out my biennial report to the governor and general assembly, but as yet nothing of consequence has been received.

"In consequence of the action had at the last session of the legislature in making State scrip receivable for school taxes, and the restrictions laid upon local taxation in school districts, our school system has been very much crippled in its operations during the past two years.

"Owing to the depreciation of the scrip, the funds were not sufficient in a majority of the school districts to defray the expenses of a three months' school. The teachers were disheartened, and a large number of the best qualified have left the State. In some of the cities and towns where they have been able to realize a considerable amount from local tax we have had good schools, and the system is working well.

"The people, who had become quite favorable to the free-school system, are now totally discouraged, and demand a radical change in the system. Unless better counsels shall prevail in the coming legislature than in the past, our free-school system will exist only in name.

"The industrial university, which is intimately connected with our free-school system, is in successful operation, with about two hundred students, and is having an apparently healthy growth.

"I have thus given you a few points, which will indicate somewhat our condition educationally in this State, and show why the excellent progress made during the first two years has not been continued.

"I exceedingly regret what I have had no power to remedy.

"Very respectfully,

"THOS. SMITH,
"*Superintendent.*

"Hon. JOHN EATON, Jr.,
"*Commissioner of Education, Washington, D. C.*"

PEABODY FUND.

Dr. Sears, the agent, says of Arkansas: "There has been a retrograde movement in this State, the nature of which is thus indicated in a letter of the superintendent: 'The last general assembly passed an act authorizing the issue of treasurer's certificates and making them receivable for school taxes, and the result was that little else than these certificates was paid into the school-fund, and they ranged at a discount of from fifty to twenty-five cents on the dollar, and in country places were difficult to convert into money at any price. The legislature also passed an act limiting the amount of local school taxes in the several school districts in country places to one-half of one per cent., and three-fourths of one per cent. in cities and towns. Under these provisions not more than one in ten of the school districts throughout the State could support a school for a term of three months during the year.' The cities seem to have suffered less from these derangements than the country towns.

"The aid furnished has been—to Little Rock, $2,000; Helena, $1,000; Camden, $1,000; Fort Smith, $1,500; to seven other places, sums varying from $800 to $300; and for the Journal of Education, $200; a total of $8,950.

"The superintendent of Helena writes: 'There is a much better feeling in the community in regard to public schools. More interest is taken in the subject by the citizens generally.' The superintendent of Little Rock says of the schools, 'All classes of citizens now patronize them freely.'"

CONDITION OF SCHOOLS IN LITTLE ROCK.

The whole number of sittings in all the school-buildings is 1,316, while there are 1,650 pupils enrolled, which has been the cause of much dissatisfaction during the year.

German and French have been introduced into the high-school course on an equality with the other branches. The examination showed the schools to be in a highly satisfactory condition.

SAINT JOHN'S COLLEGE.

This institution, founded by the masonic fraternity of Arkansas, was chartered as a military college, and such it will continue to be, for the military discipline produces the happiest effect upon the general conduct of the students. This institution was re-opened October 1, 1867, (it having been closed during the war,) and has since then been in successful operation.

ARKANSAS DEAF-MUTE INSTITUTE.

For nearly two years this school was conducted on the slender means that the city was able to appropriate. In 1868 it was incorporated as a State institution. Since this incorporation there has been appropriated the sum of $26,000 for its annual expenses, and the sum of $300 per annum for the expenses of each pupil. For building purposes no appropriation was made; but the board of directors erected a large frame house at less expense than one year's rent. This, after a time, proved inadequate, and the substantial brick edifice now occupied was erected. The capacity of this building is about exhausted, and the legislature has been petitioned to make an appropriation for building purposes.

The limit prescribed by law for admission is between the ages of nine and thirty. It is estimated that there are at least two hundred and fifty deaf-mutes in this State under thirty years of age. There is also a large number of colored deaf-mutes in the State, entitled to the same privileges of education as the white, for whom no provision has been made, and with the present accommodations of the institute, it is impossible to receive them. There are no hospital accommodations, and should an epidemic break out, there is no place to which the sick can be removed.

ARKANSAS INSTITUTE FOR THE EDUCATION OF THE BLIND.

In 1868 this institution was removed from Arkadelphia to Little Rock, and thoroughly re-organized. The trustees recommend an appropriation of $30,000 for the support of the institution for the next two years. The workshop has profited greatly by the change of location, and during the last two years has been self-supporting.

ARKANSAS INDUSTRIAL UNIVERSITY.

This institution is established in accordance with an act of Congress making a grant of land as an endowment for its benefit, and in accordance with an act of the general assembly of the State carrying out the object of the grant. Besides the grant of land made by Congress, amounting to 150,000 acres, the State legislature has appropriated $50,000 for the benefit of the institution. The donation of $130,000 proposed by the county of Washington and town of Fayetteville, upon condition of the location of the institution in the latter place, has been secured by its location. Several hundred acres of land have been donated by private individuals. An experimental farm has been provided for agricultural and horticultural purposes.

According to the act of the general assembly, a normal department has been established in connection with the university. Those who desire to enter this department, and will enter into a written obligation to teach in the public schools of the State for two years after completing their course, will be admitted without payment of tuition.

A preparatory department has been established as auxiliary to the higher departments. There will be provision made for 219 beneficiaries, entitled to four years free tuition, and apportioned among the several counties according to their respective populations. Provision will be made for instruction in military science and tactics. An unexpected difficulty in procuring the agricultural-college scrip to which the university is entitled has caused delay in the establishment of a full agricultural course.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Arkansas was the twenty-sixth State in population, having 484,471 inhabitants in an area of 52,198 square miles, an average of 9.30 persons to the square mile. This population consists of 362,115 whites, 122,169 negroes, 89 Indians, and 98 Chinese; 479,445 were natives of the United States, 5,026 were foreign-born; of the native residents of the State, 170,398 whites, 62,463 blacks, and 21 Indians were born within its borders; of the foreign residents, 1,563 were born in Germany, 1,428 in Ireland, and 526 in England.

School attendance.—According to Table IX, vol. 1, of Census Report, 62,572 persons of all ages attended school in the State in 1870; of these only 26 were foreign-born. The

white male scholars numbered 30,138, and the white female scholars 26,650; the colored male scholars numbered 2,930, and the colored female scholars 2,854.

Illiterates.—The number of persons of all races, 10 years old and over, unable to write was 133,339, of whom only 296 were foreign-born, 4 Chinese, and 18 Indians.

Age, sex, and race of illiterates.—Of the white illiterates 10 to 15 years old, 7,985 were males and 6,814 were females; of those 15 to 21 years old 6,703 were males and 7,213 females; of those 21 years old and over, 13,610 were males and 21,770 were females. Of the colored illiterates 10 to 15 years old, 5,352 were males, 4,982 were females; of those 15 to 21 years old, 5,863 were males and 6,655 were females; of those 21 years old and over, 23,681 were males and 22,689 were females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,978; these had 1,653 male and 644 female teachers, and 41,939 male and 39,587 female pupils. The public institutions numbered 1,744, with 1,458 male and 508 female teachers, 37,103 male and 34,942 female scholars.

Amount and source of educational income.—The total income of all the educational institutions was $681,962, of which $7,300 were derived from endowments, $555,331 from taxation and public funds, and $119,331 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools for educating these 72,045 pupils was $552,461; of which sum $7,300 were derived from endowments, $529,881 from taxation and public funds, and $15,280 from tuition and other sources.

Colleges.—The 3 colleges reported, with 8 male and 2 female teachers, contained 235 pupils, and had a total income of $7,700.

Academies.—The 30 academics had 61 teachers, 2,144 pupils, and an income from tuition, &c., of $21,837, and from taxation and public funds of $3,550, making a total income of $25,387.

Private schools.—The 187 (private) day and boarding schools had 241 teachers, 6,818 pupils, and an income of $67,214, which was derived from tuition and other sources.

Libraries.—The libraries of the State were: Public, 293, with 54,332 volumes; private, 888, with 81,232 volumes; making a total of 1,181 libraries, with 135,564 volumes.

The press.—The 56 periodicals issued in the State had an aggregate circulation of 29,830 copies, and an aggregate annual issue of 1,824,860 copies.

Churches.—Of the 1,371 church organizations in the State, 1,141 had edifices with 264,225 sittings, and the church property was valued at $854,975.

Pauperism.—The paupers numbered 538, of whom 288 were native whites and 202 native colored, also 48 foreigners.

Criminals.—Of the 362 prisoners reported 137 were native whites, 184 native colored, 40 foreigners, and 1 Indian.

Age and sex of population.—Of the total population of Arkansas 165,492 persons were from 5 to 18 years old, of which number 84,645 were males and 80,847 were females. The number of persons 10 years old and over was 341,737, of whom 175,194 were males and 166,543 were females.

Occupations.—One hundred and twenty thousand one hundred and fifty-three males and 15,796 females of these ages were engaged in various occupations; of these 135,949 employed persons 109,310 were engaged in agricultural pursuits, 14,877 in professional and personal services, 5,491 in trade and transportation, and 6,271 in manufactures, mechanical and mining interests.

Age and sex of working population.—Of the 135,949 reported as employed 7,335 males and 1,979 females (a total of 9,314 persons) were between 10 and 15 years old; 107,540 males and 13,402 females (a total of 120,942 persons) were between 16 and 59 years old; and 5,278 males and 415 females (5,693 persons) were 60 years old and over.

LIST OF SCHOOL SUPERINTENDENTS.

Hon. THOMAS SMITH, *State 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. Chrisman	Little Rock.
Eighth	Hon. A. P. Searle	Arkadelphia.
Ninth	Hon. M. D. Kent	Washington.
Tenth	Hon. Herbert Marr	Monticello.
City superintendent	J. R. Rightsell	Little Rock.

Annual salary of State superintendent	$3,500
Annual salary of circuit superintendents, to be paid from the State treasury	3,000

CALIFORNIA.

[From report of Hon. O. P. Fitzgerald, State superintendent of public instruction, for the scholastic year ended June 30, 1871, and from other sources—prepared by Mrs. S. B. Cooper.]

FINANCIAL STATEMENT.

Total receipts from all sources for school year, 1871	$1,884,586 84
Total expenditures for school year ended June 30, 1871	1,713,430 97
Total valuation of school property	3,362,580 18

ATTENDANCE.

Population, United States census of 1870	560,247
Scholastic population, (between 5 and 15)	130,116
Number of pupils enrolled in school	91,332
Average attendance	72,031
Number of children in private schools	510
Number of children in Chinese schools	1,800
Number of children in Indian schools	221

TEACHERS.

Number of male teachers	820
Number of female teachers	1,232
Number of teachers who attended county institutes	918
Number of volumes in teachers' libraries	10,570
Number of visits made by county superintendents	1,645

SCHOOL DISTRICTS AND SCHOOLS.

Number of counties in the State	50
Number of school districts	1,326
Number of public schools	1,550
Number of schools maintained nine months and over	388
Average number of months of all schools in the State	615

GENERAL PROGRESS OF EDUCATION.

The educational development of the State keeps pace with its growth in wealth and population. The increase in the number of children attending school is more than 20 per cent. in two years. The increase in the value of school property is about 20 per cent. for the same period. The enormous amount added to the value of school property is the result of voluntary taxation voted directly by the people themselves. But while, in the centers of wealth and population, the children have the advantage of a full school-year's instruction, with the best facilities for learning, the present system is totally inadequate to meet the wants of the more remote and sparsely-settled districts. Many districts can maintain schools only from three to six months of the year. The remedy for this great evil and injustice lies in taxing all the property of the State to educate all the children of the State. "Let not the hardy pioneers who lead the march of American civilization, extend the area of freedom, subdue the wilderness, and incur the hardships and dangers of frontier life, pay the penalty of seeing their children grow up in ignorance as the reward of their enterprise, energy, and courage. The chief recommendation of the public-school system is, that it secures the advantages of education to those who can be reached in no other way. If it fails in this, it fails essentially to accomplish its highest end."

FEATURES OF THE AMENDED SCHOOL LAW.

The school law, as amended by the last legislature, provides that "in all counties containing 20,000 inhabitants or upward, the superintendent shall devote his whole time to the supervision of schools in his county;" that "certificates of the first grade shall be granted to those only who have passed a satisfactory examination in indus-

trial drawing, in addition to the studies before designated;" that "all examinations shall be conducted partly in writing and in part orally; the standing in each study to be indorsed upon the diploma or certificate, otherwise it is not valid;" also, that all the school-grounds shall be adorned, as far as practicable, with ornamental and fruit trees and shrubbery.

"THE CALIFORNIA TEACHER."

The California Teacher continues to be the official organ of the department of public instruction. Under the present efficient editorial management it is in a flourishing condition, and contains much valuable educational matter, both original and selected. It is sustained mainly by the State subscription of $4,000.

TEACHERS' INSTITUTES.

Since the year 1861, a State teachers' institute has been held annually in the city of San Francisco. The special feature of the session of 1871 was a debate on the true theory of a public-school system. This debate, while it developed a great variety of opinions as to the best method of giving to all the children of the State the advantages of a full term of public-school instruction, showed that all were agreed that these advantages should be more equally distributed, and that the time for action had arrived.

Of county institutes, Superintendent Fitzgerald says: "In some counties the first real impulse to the cause of education dates from the first institutes held in them. They have done incalculable good, not only in enlarging the ideas and exciting the enthusiasm of teachers, but in awakening the interest of the public generally in the cause of popular education." The number of county institutes held during the last two years is largely in excess of the number ever held during any like period previously. We regret to learn that an act has been recently passed abolishing these important agencies for improvement in the work of teaching.

COMPULSORY EDUCATION.

At the last State teachers' institute the subject of compulsory education was considered, and resolutions were passed requesting the next legislature to provide for the maintenance of a free school for ten months, in each district in the State; and declaring the members of the institute in favor of a law "compelling the education of all children in those branches taught in the public schools."

SALARIES.

Superintendent Swett calls attention to the low salaries paid to principals and vice-principals of grammar schools, and recommends that the salaries of the former be raised to $2,400, and of the latter to $1,800. He also says: "The salaries of experienced and capable women, teaching the various grammar grades, should be increased. Good schools cannot be kept up without good teachers, and the best teachers cannot be retained unless they are paid a fair compensation for their labor."

EDUCATIONAL WORK AMONG THE CHINESE.

The main difficulty in the beginning of the educational work among the Chinese was to find teachers who were able to use both the English and Chinese languages with sufficient facility to give instruction. It was finally determined to connect with the regular religious service of the churches a school for the instruction of the Chinese in our language, as well as our religion. Nearly every Protestant denomination now has at least one Chinese mission-school in successful operation. There are twelve in good working order. The number of students enrolled is between 1,500 and 1,800. The average attendance is about 1,000. In addition to the regular exercises on Sunday afternoon, each church has one night in the week set apart for extra instruction in English.

CHINESE CHARACTER AND EDUCATIONAL ATTRIBUTES.

The Chinese attending these schools are generally docile, tractable, bright of apprehension, and eager and zealous in their efforts to learn. But they are set and determined as regards the manner in which they shall be instructed, and each one demands the exclusive attention of a teacher. If any attempt is made to form a class of several members, there is immediate discontent and audibly expressed disapprobation. This necessitates a very large number of teachers, and the mission-schools find it their greatest obstacle. Chinese pupils are given to wandering from one school to another, thus retarding their own progress. This inclination is being gradually overcome, and each year shows a more steady average attendance. There are many and conclusive evidences that they are willing to learn and follow our ideas in the religious, moral, and social order. But the work must necessarily be gradual. Its surest agency lies in the Chinese mission-schools.

MISSIONS AMONG THE CHINESE.

Presbyterian mission.—This is the pioneer mission, established in 1852, under the care of the Presbyterian Board of Foreign Missions. It is under the superintendence of Rev. A. W. Loomis. Rev. J. M. Condit is his associate. There are three other associate teachers, one Chinese assistant, and three native colporteurs. As most of the Chinese who avail themselves of educational privileges are occupied during the day, schools are held for their accommodation in the evening. A day-school was kept open for four months, but the attendance being small, it was discontinued. The average attendance at night is 73, though the enrollment is much larger. A school for Chinese girls and women is in successful operation under the care of Mrs. Cole.

The nineteenth anniversary of this mission was held during the past year. One of the local papers spoke of it as follows: "The singing of the school was remarkably good. The performances upon the organ evinced much genuine talent as well as careful study. Computations in mental arithmetic were performed with much accuracy and rapidity. In grammar the pupils displayed great proficiency, parsing with ease both simple and compound sentences. In geography they showed familiarity not only with different countries, but also with the peculiarities of governments, peoples, customs, and arts. The most remarkable feature of the occasion was the examination of Fong Noy, a very intelligent Chinese, not only in the branches above named, but also in natural philosophy, chemistry, astronomy, and algebra. The most abstruse questions were answered with an evident comprehension of the subject and an originality of expression that indicated something far higher than a mere technical knowledge of the subjects. This was the more remarkable from the fact that Fong Noy is employed all day, devoting his evenings only to study, and a portion of these is devoted to learning telegraphy."

A branch school of the Presbyterian mission is now in successful operation at San José; and much work has been done besides in Chinese Camp, Stockton, Sacramento, and Ione City.

Methodist Episcopal mission.—This school occupies three rooms in San Francisco. It is in charge of Rev. Otis Gibson, and is supported by the Missionary Society of the Methodist Episcopal church. A nominal charge of $1 per month is made, but the payment is entirely optional with the scholars. About three-fourths of the average number in attendance pay promptly. The enrollment is about 100; the average attendance, 42. The progress of the scholars is remarkable, when it is remembered that all are employed during the day, and can only study at night. This school has steadily increased in interest since its first opening, in January, 1871, to the present time.

Baptist mission.—This mission has schools in San Francisco, Oakland, Brooklyn, and Sacramento, with 300 pupils and about 100 teachers. A house, valued at $3,500, has recently been purchased for the school in San Francisco. There is an evening class of 40 scholars: and an afternoon class is to be formed for the instruction of Chinese females. The superintendent is Rev. John Francis, recently of Brooklyn, New York. The most encouraging feature of this work is, that all the converts at once become teachers, and their influence on others of their race is greater than that brought to bear directly by the mission.

INDIAN SCHOOLS.

Colonel B. C. Whiting, superintendent of Indian affairs in California, furnishes the following statistics of schools at the reservations:

At the Tule River agency the population is 374. The school, when in operation, had an attendance of 37. It is now discontinued for want of a suitable building, which is in process of erection. The teacher reports satisfactory progress.

At Hoopa, the population is 725. There is one school in operation, with 74 pupils. Fair progress is reported.

At Round Valley there are many tribes; the total population is 1,700. There is but one school, with 110 pupils. The teacher reports satisfactory progress.

The total number of male pupils in these three schools is 110; total number of female pupils, 111; total in all the schools, 221. The schools are under the auspices of the Methodist denomination, and all supplied with female teachers.

EDUCATION OF THE SOLDIERS OF THE UNITED STATES ARMY.

The report from headquarters Military Division of the Pacific, General Schofield, commander, is substantially the same as that embodied in the report of 1871. Affairs in the Indian country have rendered it almost impossible to carry out any definite system of instruction. The garrisons are so small that the services of all are in constant demand for stated duties, and for the suppression of difficulties which are of frequent occurrence, especially in the valley of the Colorado. There is at each post a small library and a supply of newspapers, and such as have leisure may avail themselves of

these; but the perpetual fatigue and exposure incident to the life of a soldier in such a country in no small degree unfit and incapacitate him for anything like a regular course of study.

UNIVERSITY OF CALIFORNIA.

At the close of the academic year the president of the university, Henry Durant, A. M., resigned that position, and Professor D. C. Gilman, of Yale College, was elected president, to date from September 1, 1872.

During the session of 1871–'72 the legislature passed an act appropriating $6,000 per month for the pay of professors and tutors, and $200,000 for the building-fund. The original endowments of the university were valued at $420,000—not including 150,000 acres of land, but a small part of which has been located. A contract has been let for $126,000 for the completion of the university building commenced at Berkeley in 1870. From December, 1869, to January, 1872, the receipts were $283,720.33, and the disbursements $270,304.58, leaving a balance on hand, at that time, of $13,415.75.

By an act of legislature five scholarships have been established, each of the value of $300 a year, for four years, to be competed for by candidates for the fourth class. They will be again open to competition in 1874, at the beginning of the university year.

PREPARATORY CLASSES.

In order to extend the benefits of the fifth class, or preparatory department, and provide feeders in all the most populous localities, the regents have empowered the faculty to grant licenses to such instructors as may be found qualified, authorizing them, without charge upon the funds of the university, to organize fifth classes in any of the counties of the State, to be conducted under such general rules and regulations as the faculty may prescribe, for the purpose of preparing students to enter the university. Five branches of the fifth class have already been established in different parts of the State, and the number will soon be largely increased. The conditions of admittance to the college of letters have been so modified as to permit pupils to enter without any knowledge of Greek.

MILITARY DISCIPLINE.

Measures have been taken to carry out the provisions of the act creating the university in respect to military instruction and discipline. Professor Walker and Professor Soulé, graduates of the West Point Academy, have organized a battalion of the university cadets. All able-bodied male students are required to attend the military exercises. The State asks this alone in return for the privileges afforded by the university—that the students shall qualify themselves to serve the State and the nation in the hour of their peril.

LECTURES.

Arrangements have been made for the delivery of special courses of lectures by resident and non-resident professors. These lectures will not be restricted to any classes, but the students will be expected to attend so far as may be prescribed by the faculty.

During the winter season a course of lectures is given in connection with the Mechanics' Institute of San Francisco, in behalf of the mechanic arts college of the university.

LITERARY AND ART DONATIONS.

During the past year large and valuable donations have been made to the library, which now numbers over 3,000 volumes, including choice sets of foreign and scientific works. Mr. Pioche, a resident of San Francisco, left, by will, to the university an extensive collection of paintings, sketches, engravings, and many rare objects of art, a library, and a mineralogical, geological, and conchological cabinet. The bequest also provided $5,000 to cover the first cost of arranging them. Hon. Edward Tompkins has also presented the university with a gift of land valued at $50,000, to found a professorship of Oriental languages and literature. In view of the growing business relations between California and Asia, he considers it of the utmost consequence that young men preparing for lives of business activity shall be instructed in the languages and literature of Eastern Asia. The professorship is to be known as the "Agassiz professorship of Oriental languages and literature," as a recognition of the debt of humanity to the great and good man who bears that name. Mr. Tompkins also desires that this department may be utilized for the education of such young men as may come for that purpose from Asia. He says: "As a Californian, I feel deeply the humiliation of seeing them pass by us in almost daily procession to the other side of the continent, in search of that intellectual hospitality that we are not yet enlightened enough to extend to them."

AGRICULTURAL COLLEGE.

The corner-stone of the agricultural-college building at Berkeley was laid with appropriate ceremonies October 9, 1871. The building committee was authorized to build

a greenhouse at an expense not to exceed $500, and employ a competent gardener at an expense not exceeding $100 per month.

The university, now in the fourth year of its existence, promises to fulfill the most ardent expectations of its friends and supporters. Its instruction is without charge; women share its advantages on equal terms with men; its facilities for thorough education are complete, and its faithful and competent faculty pledge their best energies to its successful working and development.

INAUGURATION OF PRESIDENT GILMAN.

Daniel C. Gilman, A. M., was inaugurated president of the University of California November 7, 1872. The exercises were held in the Congregational Church of Oakland, opening with prayer by Rev. George Mooar, D. D., followed by an address of welcome by Nathan Newmark, of the senior class; address on behalf of the academic senate of the university, by the retiring president, H. Durant, A. M.; address on part of the regents, with the delivery of the charter and keys of the university to the new president, by Hon. Edward Tompkins; President Gilman's inaugural address.

President Gilman was born in Norwich, Connecticut, 1831; graduated at Yale College 1852; studied a year at New Haven and Cambridge, then spent two or three years in Europe; was librarian of Yale College 1856–'65; professor in the Sheffield Scientific School 1863–'72. He was also several years superintendent of the city schools of New Haven, and afterward secretary of the Connecticut State Board of Education.

President Gilman took for the theme of his inaugural address "The building of the university."

After a brief review of the changes in regard to the purpose and scope of the university course, and of the rapid strides of scientific training as an integral part of university culture within the past quarter of a century, he asks the design and purpose of the State of California in establishing this State university:

WHAT IS TO BE BUILT?

"Two things are settled by the charter of this institution, and are embodied in the very name it bears:

"First. It is a 'university,' and not a high school, nor a college, nor an academy of sciences, nor an industrial school, which we are charged to build. Some of these features may, indeed, be included in or developed with the university; but the university means more than any or all of them. The university is the most comprehensive term which can be employed to indicate a foundation for the promotion and diffusion of knowledge—a group of agencies organized to advance the arts and sciences of every sort, and to train young men as scholars for all the intellectual callings of life. Universities differ widely in their internal structure. The older institutions are mostly complex, including a great variety of faculties, colleges, chairs, halls, scholarships, and collections, more or less closely bound together as one establishment, endowed with investments, privileges, and immunities, and regarded as indispensable both to the moral and material progress of the community, or, in other words, as essential both to church and state. In this country, the name is often misapplied to a simple college, probably with that faith which is 'the substance of things hoped for, and the evidence of things not seen.' We must beware lest we, too, have the name without the reality. Around the nucleus of the traditional college, which has been well maintained since the earliest days of this State, we must build the schools of advanced and liberal culture in all the great departments of learning, just as fast as may be possible, and we must at least begin to recognize the various sciences by chairs which may each be the nucleus of a school or department.

"Second. The charter and the name declare that this is the 'University of California.' It is not the University of Berlin nor of New Haven which we are to copy; it is not the University of Oakland nor of San Francisco which we are to create; but it is the University of this State. It must be adapted to this people, to their public and private schools, to their peculiar geographical position, to the requirements of their new society and their undeveloped resources. It is not the foundation of an ecclesiastical body nor of private individuals. It is 'of the people and for the people'—not in any low or unworthy sense, but in the highest and noblest relations to their intellectual and moral well-being.

"Bearing, then, in mind that this is to be a university, and that it is to be the University of California, our next inquiry is this, 'What have we to build upon?'

* * * * * * * *

"Among those things which are required to make a university, an ancient writer places first, 'a good and pleasant site, where there is a wholesome and temperate constitution of the air; composed with waters, springs or wells, woods and pleasant fields; which being obtained, those commodities are enough to invite students to stay and abide there.' All this, and much more, is included in your site. You have a good

system of popular instruction, of which the university is to be the crown; you dwell in a community largely composed of educated men, and are under a State government which, like a generous parent, has made to the university a generous commencement gift.

"Besides, we must not fail to note that a vast amount of scientific and literary work, of a very high order, has been performed in California—good, not only in itself, but as the seed-corn of future harvests. The work of the United States Coast Survey on the Pacific, for example, in its careful study of the hydrography, its accurate delineations of the harbors, its investigation of the tides and currents, its solution of astronomical and geodetic problems, has gained renown for California science, not in our own country only, but in Europe, and has helped prepare the way for a complete triangulation of the national territory. Kindred services have been rendered by the engineers of the Army. There is the geological survey of the State, which surpasses in thoroughness and completeness any like undertaking in the country, and is the delight and pride of all men of science who take an interest in the accurate and careful investigation of the natural characteristics of the land, either for its own sake, or regarded as a basis for social and political growth. Growing out of this work, though beyond the limits of the State, and under the national authority, are the surveys of the fortieth parallel, by a party of civilians attached to the corps of Army engineers. Binding all the men of science together, as a brotherhood of scholars, is the Academy of Sciences, whose publications and collections are already of great value. A young society which has done so well will be an important supporter of the young university.

WHO ARE TO BE THE BUILDERS?

"Can we now, like master-workmen, distribute the parts of the building among all the orders of the craft, so that the various toilers will recognize their tasks? Let us, at any rate, make the attempt.

"It is on the faculty more than on any other body that the building of a university depends. They give their lives to the work. It is not the site, nor the apparatus, nor the halls, nor the library, nor the board of regents, which draws the scholars—it is a body of living teachers, skilled in their specialties, eminent in their calling, loving to teach. Such a body of teachers will make a university anywhere. Agassiz, wherever he goes, is surrounded by a company of disciples; Whitney would have his class in language at Berlin or Benares. Such men will draw not pupils only, but the books and the collections they require, as naturally as of old Orpheus drew the rocks and beasts. The *genius loci*, the spirit of the place, will be the spirit of the faculty. If truth and culture are their aim, truth and culture will flourish in the college where they toil. If sordid motives or unworthy jealousies spring up among them, the trust they bear will be in peril. A university requires more than anything else a large and vigorous staff, so that the various sciences and languages may have their devotees, young men of different tastes and characters may find fit guides, and the idiosyncrasies of one school or chair may be modified and counterbalanced by the qualities of another. It is now difficult, both in Europe and this country, to secure enough teachers of eminence, for other callings are better paid and are held in equal honor; let, then, no opportunity be lost to enlist strong men of attainment or of promise.

"The regents or trustees of a college have the great responsibility of appointing the body of teachers and of providing the funds. They are the power behind the throne, unseen in the daily work of the college, but never for a moment unfelt. Upon their wise choice of instructors, their careful guardianship of moneys, their construction of buildings, their development of new departments and schools, their mode of presenting the university to the public, will depend the confidence and liberality of the community. On them the shafts of criticism may be often inconsiderately hurled, but in the long run they will add the gratitude of the State to their own consciousness of fidelity and self-sacrifice in behalf of learning and the country.

"The State authorities, executive and legislative, have also a great part to perform in the support of this university, not by overmuch legislation, nor by hasty action in respect to its development, but by steady, munificent, and confiding support. 'Quick to help and slow to interfere,' should be their watchword. * * *

METHODS OF INSTRUCTION.

"The recognition of Divinity, humanities, and science—God, man, and nature—gives great comprehensiveness to a modern university; indeed, there is nothing left which could be included. But practical difficulties are not avoided by such general statements. Regarding each individual scholar, regarding each programme of studies, the perplexity arises, not what branches *may* be, but what branches *must* be included in a certain course. The perplexity will never be avoided, but the practical question will always be put in some such forms as these: What is the relative importance of different branches, and what studies most deserve encouragement? Shall literature and

language, the traditional classical course of our colleges, be made first in rank? or shall the place it has held be given up to science in its theoretical and practical aspects? Are the modern languages to be chosen rather than the ancient? Shall history and political science, with the study of the Roman law and the theory of the states, be preferred? or shall mathematics be the dominant theme? Is the acquisition of knowledge, or the acquisition of discipline, as it is called, the end of instruction? Shall general studies which may be presumed to have an equal value in all the varied callings of life, or special studies which have decided reference to a professional or technical career, be commended to the youthful student? Shall lectures, or shall recitations, or shall literary and scientific research, be the method of education? Shall universal freedom of choice and of work be permitted, or shall collegiate restrictions and control be insisted on? These and a score of kindred questions are now under discussion in the various colleges of this country, and will long require our most serious attention.

"A part of the difficulty disappears when we distinguish the requirements of young scholars, like those who have just left the high school and the academy, from those of advanced students, whose tastes, talents, and wants are specialized. Give the former prescription, give the latter freedom; but let prescription vary with the varying peculiarities of individuals, and let the freedom allowed be the freedom which is governed and protected by law. College work for college boys implies daily guidance under prescribed rules; professional work implies voluntary, self-impelled enthusiasm in the acquisition of knowledge.

"Another difficulty arises from the vast expansion of science, so vast that it is impossible for any one, were he gifted as Leibnitz or long-lived as Humboldt, to master the details of modern researches.

THE PLACE OF THE NATURAL SCIENCES IN THE UNIVERSITY.

"I take it for granted that in the State of California there is no occasion to make a plea for the study of modern sciences. The need of civil, mining, and mechanical engineers, of expert geologists and mineralogists, of devoted naturalists and physicists, of chemists and metallurgists, of geologists, topographers, and map-makers, of agriculturists, mechanics, manufacturers, and merchants, well trained for their various callings, is now so obvious that I need not advocate the importance of science in education. Its place is acknowledged. The question is, how to secure the best sort of instruction, the fittest sequence and relation of studies, the most eminent teachers, the most complete laboratories, and the best apparatus; and, likewise, how to encourage that special proficiency which is indispensable to success in modern scientific professions with that literary culture which makes a scholar and befits a gentleman. Health, wealth, popular intelligence, and the spread of Christian civilization are so dependent upon the discoveries of science, and the applications of these discoveries to a thousand useful arts, that a young and still undeveloped State may well afford to be liberal in the encouragement of this class of studies. * * * * *

"At an early day I hope to have an opportunity of discussing more fully the recent progress of scientific and technical instruction with reference to the wants of this State. We shall find it worth while to note the experience of the Lawrence and Sheffield Scientific Schools, of the Rensselaer Institute, and the Massachusetts Institute of Technology, of West Point and Annapolis, and of the various colleges of agriculture and the mechanic arts which the congressional grant has created. We may learn, in some respects, even more from the experience of France, Switzerland, and Germany. * *

THE PLACE OF HISTORY AND SOCIAL SCIENCE.

"But while nature and its laws, in all their various aspects and applications, are thus engrossing, Man and all his experience and achievements are likewise of transcendent importance. Above all matter is man; above both matter and man is the 'Divinity that shapes our ends, rough hew them as we will.' So that the individual or the institution that regards only the natural forces of this globe, without observing likewise the intellectual and spiritual forces which are also at work, sees only half the world.

"Give us more and not less science; encourage the most thorough and prolonged search for the truth which is to be found in the rocks, the sea, the soil, the air, the sun, and the stars; in light and heat, and magnetic forces; in plants and animals, and in the human frame; but let us also learn the lessons which are embodied in language and literature, in laws and institutions, in doctrines and opinions, in historical progress and international relations. Let language, history, and literature, oratory, poetry, and art, still form a chief part of liberal culture, while mathematical, physical, and natural sciences are admitted to the rank from which they have long been excluded.

* * * * * * *

"But California is not only the central of a group of young States; it is the State through which distant nations are becoming acquainted with American institutions.

Its influence in the organization and regeneration of lands beyond the sea is unquestionably but just begun.

"Therefore, I say that the study of history—not as dry annals, but as the record of living forces and human experience—the study of political economy, of social science, of civil liberty, and of public law, should be made attractive by the voices of original and profound teachers, who know how to gather up the wisdom of the old and apply it to the requirements of the new generations.

THE PLACE OF LANGUAGE.

"In the study of humanity and history, language is the master-key which unlocks all doors. Time is wasted in questioning whether ancient or modern languages are most important. In the university, both groups must be taught; the more any individual has, the richer will be his life. Certainly, the study of English, which every one of us employs as the instrument by which we think, and by which we communicate our thoughts to others, should be carefully promoted. In these days, when so much that is new and important first appears in German and French, no system of education can be called liberal, as it has well been said, which does not include those tongues. Greek and Latin are not only of value for the literature and history they embody, but for their important relations to more modern tongues. On this coast, there are special linguistic requirements. Spanish certainly should be taught in the university. It is a praiseworthy forethought on the part of one of the regents which has led him to provide among us for the study of Chinese and Japanese. His presence here can not restrain me from now rendering a public tribute of gratitude for this wise and timely munificence. Let us hope that his generous purposes will, ere long, be realized. To complete the instructions in Oriental tongues, at least two other chairs will be needed—one to be for Hebrew and the Semitic languages, which, perhaps, some other citizen will be glad to establish; and one for Sanskrit and the comparative philology of Indo-European tongues, the group to which the chief languages of Europe belong. The world of letters would also rejoice, if, ere the last of the Indian races disappears before the progress of civilization, encouragement could here be given to some scholar to gather up and perpetuate the knowledge of their speech. In all our linguistic study we need to get beyond and above mere grammatical drill, and to think of speech as one of the chief endowments of human nature, and 'of every language as a concrete result of the working-out of that capacity, an institution of gradual historic growth, a part of the culture of the race to which it belongs, and handed down by tradition from teacher to learner, like every other part of culture; and hence, that the study of language is a historical science, to be pursued by historical methods.'

"In the teaching of both history and language, as well as of science, the university may well be guided by 'the comparative method,' which has yielded already such good results. It is thus characterized by an able historian: 'The comparative method in philology and mythology—let me add, in politics and history, and the whole range of human thought—marks a stage in the progress of the human mind at least as great and memorable as the revival of Greek and Latin learning. It has put the language and the history of the so-called "classical" world into their true position in the general history of the world. By making them no longer the objects of an exclusive idolatry, it has made them the objects of a worthier because a more reasonable worship. It has broken down the middle wall of partition between kindred races and kindred studies; it has swept away barriers which fenced off certain times and languages as "dead" and "ancient;" it has taught us that there is no such thing as "dead" and "living" languages, or "ancient" and "modern" history; it has taught us that the study of language is one study, that the study of history is one study. As man is the same in all ages, the history of man is one in all ages.'

THE PLACE OF RELIGION IN THE UNIVERSITY.

"The State, as a body-politic, protects the assemblies and the worship of all religious bodies; it favors none. How shall it be with the university and the public school, which perform the service of the State in the education of the young? Shall religious teaching be excluded from the university, or shall it have a covert and an apologetic place; shall it be an organized force, or a silent and all-pervading influence? Shall its spirit be narrow and sectarian, or shall it be catholic and free? The difficulty is not felt in California alone. It is involved in the toleration of the modern Christian state toward all forms of religious belief, and in its generous provisions for the promotion of education.

"In meeting the difficulty it may be well to bear in mind that religion includes four different elements—worship, doctrines, precepts, and spirit. A religious spirit no one objects to; it is the spirit which looks 'outward and not inward, upward and not downward, forward and not backward, and which lends a hand;' it is the spirit which 'loves justice, shows mercy, and walks humbly before the Lord;' it is the spirit of

truth, of faith, of hope, and of charity; it is the spirit of 'peace on earth, good will to men.' We may say, as we say of science, the more we have of the genuine the better for mankind. Whatever precepts will tend to cherish this inward spirit and the outward uprightness and unselfishness which proceed from it, all good men will indorse. When we begin to formulate doctrines into creeds and symbols, then come controversy and difference; the right wing against the left wing, the conservative against the liberal, so that an attempt to enforce the doctrines of this or that ecclesiastical body will be sure to come grief. The university is no place for sectarian controversy or denominational zeal. It is a school of learning. But as a school of learning it must teach the history of opinion and belief, it must teach the rise and growth and decay of institutions, it must show how Christian civilization has overcome pagan practices and belief, and has purified the home, the State, and the relations of nations, modifying laws, usages, manners, and language, establishing charities, reforming prisons, securing honesty, virtue, and justice. All this should be taught by scholars, and not by partisans. If the body of teachers and students, imbued by this spirit of truth and charity, will daily assemble of their own accord to acknowledge their dependence upon divine wisdom, to chant the Psalms of David, and to join in the prayer which the Master taught his disciples, who can doubt that such communion of worship will elevate the character of all who engage in it, and of the institution to which they belong? So far as this I would have our university go, forcing none to attend upon such religious worship, drawing all to it by their own consciousness of its value.

"But many would go further than this. Many parents, many religious teachers, many churches, desire and insist that youth at the critical period of college life shall be surrounded by positive, outspoken, and persuasive religious influences. They are afraid of a State university, and long for an ecclesiastical college. Hence come the many attempts to promote the higher education, when one united effort would hardly be adequate. But it seems to me that the end in view might be secured by better methods. Why may not any religious body or association, or private individual, desirous of protecting the young men from temptation, and encouraging them in the higher life, establish, in connection with the university, a home, or hall, or college, which should be controlled according to the founder's views, which should be a privileged residence, should be endowed perhaps with prizes and purses? I can imagine on the slopes at Berkeley a group of students' houses, bearing honorable names, and made attractive by the convenience of their arrangements, the good-fellowship within their walls, the privileges of the foundation. I should hope they would not be barracks, or dormitories; but homes, with rooms of common assembly and private study. I should hope the bath-room and the dining-hall would be included in the structure; and if any would go so far as to have a place for light amusement and recreation, I for one should not object. Within such college halls the love of learning would reign, bad morals and ill-manners would be excluded, and priceless associations would be cherished like those of Harvard and Yale, Cambridge and Oxford. Here, under right guidance, the best of moral and religious influences might be promoted. What church, what association, or what generous individual will be the first to establish such a hall?

"In these convictions, which are the result of anxious thought and familiar conference with many of the most liberal and the most conservative leaders of education and opinion, I am strengthened by the utterances of the president of Princeton College, (the Rev. Dr. McCosh,) who has studied, in Great Britain and Ireland, a kindred difficulty. He suggests in his inaugural the question, 'How is religion to be grafted on State colleges, open to all, whatever their religious profession?' and he answers it by the clear declaration, confirmed by examples: 'Let the State provide the secular instruction, and the churches provide the religious training in the homes in which the students reside.'

THE REAL VALUE OF THE UNIVERSITY.

"The State, before renewing its endowments, the national Government, before repeating its grant, the men of wealth, before founding new professorships, and the fathers, before sending us their boys, will often ask, 'What for?' Let us have our answer ready. Let us trace the influences which have proceeded from Athens, where Socrates and Plato taught—teachers whose words still nurture our statesmen and theologians; from Bologna and Paris, where students dwelt by thousands; from Oxford and Cambridge, where so many of the foremost leaders of Anglican literature, politics, and science were fitted for their career; from the seats of learning in Germany, now surpassing in number of teachers and students the universities of every other state; from the colleges of New England and the Atlantic sea-board; let us study such examples, and say with courage and hope that the University of California shall be a place where all the experience of past generations, so far as it is of record, and all that is known of the laws of nature, shall be at command for the benefit of this generation and those who come after us; that here shall be heard the voice of the wisest thinkers, and here

shall be seen the examples of the most diligent students in every department of science. Let us say that here high-minded youth, while they train their powers as in a gymnasium, may also fit themselves with armor for the battle of life, and may study examples of noble activity. Let us see to it that here are brought together the books of every nation, and those who can read them; the collections from all the kingdoms of nature, and those who can interpret them; the instruments of research and analysis, and those who can employ them; and let us be sure that the larger the capital we thus invest, the greater will be the dividend.

"What is the university for? It is to fit young men for high and noble careers, satisfactory to themselves and useful to mankind; it is to bring before the society of to-day the failures and the successes of societies in the past; it is to discover and make known how the forces of nature may be subservient to mankind; it is to hand down to the generations which come after us the torch of experience by which we have been enlightened.

"It is wisdom that the university promotes; wisdom for individuals and nations, for this life and the future; a power to distinguish the useless, the false, and the fragile, from the good, the true, and the lasting. There was a wise man of olden time who figured its value as well as any of the writers of to-day, when he said: 'Happy is the man that findeth wisdom, and the man that getteth understanding, for the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold;' and his estimate of post-graduate instruction deserves our assent: 'Give instruction to a wise man and he will get wiser; teach a just man and he will increase in learning.'"

STATE NORMAL SCHOOL.

A magnificent square of nearly 20 acres, in the heart of the city of San José, was donated to the State as a site for the normal school. The building, when completed, will compare favorably with the best school edifices of other States. The arrangements for heating and ventilation are nearly perfect. The number of graduates for the past year was 21; whole number of graduates since organization, 253.

The legislature has appropriated $3,000 for the purchase of additional apparatus, and $1,000 for the purchase of reference-books, maps, and diagrams. Tuition is free, but pupils furnish their own text-books. Books for reference are supplied by the school.

PRIVATE EDUCATIONAL INSTITUTIONS.

The total number of colleges and private schools in San Francisco is 71, of which 15 are under the control of the Catholic denomination. Total number of children between the ages of 6 and 15 who have attended private schools during the year, 4,824; number under 6 who have attended in infant schools, 950; number attending higher private schools and colleges, 1,100.

It must, however, be noted that many of the institutions classed under the head of colleges are but preparatory schools, but they do a good work in fitting pupils for the university, or other high institutions of learning.

CALIFORNIA MILITARY ACADEMY.

This was the first military institution on the Pacific coast. The course of study embraces the English branches, the classics, the modern languages, and a commercial course. The military system has been adopted as the best means of securing physical culture and mental discipline, and it is obligatory upon every student to attend the daily drill and perform the duties of a cadet.

MILLS SEMINARY.

The associate principal of this seminary is Mrs. S. L. Mills. This was the first young ladies' seminary in California. The past year has been one of unexampled prosperity. An art room is being added to the building, and a chapel, a short distance from the school, will soon be completed.

UNIVERSITY COLLEGE.

This college, in its plan and government and relation to the Presbyterian Church, closely resembles Princeton College, New Jersey. Candidates for the ministry receive instruction in the academic department without charge, and have free access to the medical lectures. Those who have the foreign missionary work in view, whether as preachers or physicians, are received into the medical department without tuition fees. The institution during the past year has been in a very flourishing condition.

PACIFIC METHODIST COLLEGE.

Since the last report this institution has been removed from Vacaville to its present location, Santa Rosa, Sonoma County. It is under the guardianship of the Pacific annual conference of the Methodist Episcopal Church South. The college is open to both sexes, and about an equal number of each attend. A thorough preparatory training is a feature of this institution; students leaving it are ready to enter the State university or eastern colleges.

UNIVERSITY OF THE PACIFIC.

The number of graduates from this university during the past year was 4. During the year the university has occupied its new and commodious building on the university grounds. The two schools known as the college and the female institute have been consolidated, and equal advantages are now offered to males and females. Rates of tuition have been considerably reduced. Ladies are accommodated with homes in the family of the president.

WASHINGTON COLLEGE.

This college was opened July, 1872. The building is large and capable of accommodating 100 pupils. The college is open to both sexes. The course of study is so arranged as to accord in its main features with that of the State university.

CALIFORNIA COLLEGE.

This college was incorporated in 1871. The value of the buildings and grounds is $25,000. Students preparing for the ministry are received free of charge. The college is open to both sexes. A theological department is to be connected with this institution.

SAINT JOSEPH'S ACADEMY.

This institution, conducted by the Christian Brothers, is a prosperous and well-managed school for boys.

HESPERIAN COLLEGE.

This college was incorporated in 1869. The average attendance is 193. Cost of college building, $20,000. This is a female college, under the control of the Christians or Disciples, but conducted on the broadest principles of religious toleration.

SACRAMENTO SEMINARY.

The average attendance at this seminary is 125. The seminary embraces three departments—juvenile, academic, and collegiate.

OAKLAND SEMINARY.

In addition to the regular course of study at this seminary, there will be one adapted to that of the State university. The plan for this course has been prepared by the president of the university. With the consent of the faculty and regents, the young ladies are privileged to attend the regular course of lectures in all the natural sciences.

NAPA LADIES' SEMINARY.

The entire history of this institution has been one of progress. A new and commodious edifice is in process of erection. Public examinations are held semi-annually.

SAINT MARY'S COLLEGE.

This college is under the care of the Christian Brothers. Besides the preparatory classes, there are three departments—classical, scientific, and commercial—fully organized and in excellent working order.

COLLEGE OF SAINT AUGUSTINE.

This college has just closed its fourth year under encouraging auspices.

SANTA CLARA COLLEGE.

This college is under the management of the Fathers of the Society of Jesus. It is reported in a very flourishing condition. The course of study in both the classical and commercial departments is complete. Instruction is given in chemical analysis and assaying; also in telegraphy and phonography.

SAINT VINCENT'S COLLEGE.

Incorporated, 1869. Average attendance, 50. In fair working order.

SAINT CATHARINE'S ACADEMY.

This institution, conducted by the Sisters of Saint Dominic is one of the most successful educational enterprises in the State.

SACRED HEART PRESENTATION CONVENT.

The building will accommodate 900 pupils. The free school connected with this convent was organized in 1869. These schools are exclusively for girls. No charge is made except for music. The schools rely entirely on voluntary offerings for their support.

SAINT IGNATIUS COLLEGE.

The scientific department of this college is furnished with a very extensive and choice collection of apparatus, manufactured to order in Paris. It has also a museum of mineralogy and natural philosophy.

SAINT MARY OF THE PACIFIC.

This is a boarding-school for young ladies. It is designed that it shall ultimately be cared for by a board of trustees, having for its president the bishop of the diocese. It occupies a whole block of land in the central portion of the village, and the grounds are in a high state of cultivation.

SAN FRANCISCO THEOLOGICAL SEMINARY.

This seminary is under the management of a board of directors elected by the synod of the Pacific, and under the care of the general assembly of the Presbyterian Church. Rev. W. A. Scott, D. D., LL. D., is president of the board of directors, and professor of mental and moral science and theology. The prospects of the seminary are in every way encouraging.

PACIFIC THEOLOGICAL SEMINARY.

The seminary is under the care of the Congregational Church. Its property is valued at $50,000. It has two endowed professorships, and a commodious building with eight acres of ground, for which it is still in debt $25,000. Tuition is free. The American Education Society will render aid to needy pupils who take the full course. The amount bestowed will be $80 or $100 a year, in currency.

The Golden Gate Academy is a school for boys, located at the seminary. Young men desiring to prepare themselves for the ministry, but not able to take a full college course, can receive special preparation for the seminary in this school.

MEDICAL COLLEGES.

There are two medical colleges in San Francisco, the Toland Medical College and the Medical College of the Pacific. The latter was, until 1872, the medical department of the University of the Pacific. It is now the medical department of University College. Both institutions have a very able corps of professors. The attendance is not large, yet both are continued with good assurance of success.

CHARITABLE INSTITUTIONS.

The oldest institution of this kind in the State is the Protestant Orphan Asylum of San Francisco. During the year it has given a home to 256 children. Of this number 54 have been removed by their friends, 32 have been placed in families, 11 have been adopted, leaving the present number of inmates 159. Of this number 138 attend school. The common English branches are taught, and no child is allowed to leave the asylum until capable of reading, and writing a legible hand, unless removed by friends or adopted.

PACIFIC HEBREW ORPHAN ASYLUM AND HOME.

This institution was organized in 1871, for the protection of orphan children and for the care of aged Israelites without adequate means of support. During the past year 24 orphan children have been under its care. An active movement is on foot for the erection of a fine building for the use of the society.

LADIES' PROTECTIVE AND RELIEF SOCIETY.

At the close of last year 175 children remained in this home at San Francisco. During the year 128 have been received and 143 dismissed. There are now remaining 160.

The children receive a good common-school education, and are taught to work. At the recent nineteenth annual meeting of the society an examination of the children showed the thoroughness of the instruction given. The secretary, in a late report, suggests the ingrafting upon the public schools some features of the polytechnic system, so that apprenticeship shall be recognized as part of the system of public instruction; so far, at least, as to teach boys the rudiments of a trade and the use of tools, that they may be prepared to enter the workshop on small wages, by an arrangement mutually profitable to master and apprentice.

ROMAN CATHOLIC ORPHAN ASYLUM.

Location, San Francisco. Organized, 1851. Under the care of the Sisters of Charity. Value of property, $45,000. Number of inmates, 320. A building, erected in 1859, accommodates 550 day scholars. A farm at Hunter's Point, for the accommodation of very young children, is a branch department of the asylum.

SAN FRANCISCO INDUSTRIAL SCHOOL.

An earnest effort is being made to secure State aid to pay off a debt of $38,000 which hangs over this institution. The appropriation called for is $100,000. The State superintendent, in his last biennial report, says: "Very properly, the State makes liberal provision for the wants of those who inherit physical disabilities—the deaf, dumb, and blind. Is not a still stronger claim presented by those doubly unfortunate children who inherit moral disabilities and conditions?" The secretary of the prison commission, in his last annual report, speaks very highly of the improvement in the school during the last two years. A new branch of industry has recently been introduced—that of trunk and valise making. About 15 boys are employed in this. Whole number of inmates, 243. With the present superintendent, Mr. Pelton, the jail idea is subordinate to the home and school idea, and the institution has more of an industrial than of a penal character.

INSTITUTION FOR THE DEAF, DUMB, AND BLIND.

This institution was organized in 1860, by an association of ladies, and opened with four pupils. It received State aid in 1865, and is now entirely under State auspices. The cost of building and grounds is about $180,000. The institution will accommodate about 150 persons. The benefits of the institution are free to all resident deaf, dumb, or blind persons of sound mind between the ages of 6 and 25. The exercises of these pupils before the State Teachers' Institute on several occasions were fully equal to those of the best grammar and high schools.

CALIFORNIA PRISON COMMISSION.

From the annual report of the secretary, Rev. James Woodworth, we gather the following information concerning educational efforts in the State prison. Divine service is held in the chapel every Sabbath morning, about 200 attending, of their own free choice. After the service about 200 of the prisoners remain for school. They are instructed by the more intelligent of the convicts in reading, writing, and arithmetic. Some also study the higher branches, and a few attempt mathematics and languages, ancient and modern. The school exercises are occasionally followed by compositions and essays written by the pupils. The library contains over 3,000 volumes. About 1,600 are loaned every month, the more solid works being generally preferred. Of the 400 who have attended the school since its organization, a year and a half ago, 180 have learned to read and write. A significant fact in this connection is that, though many of those who have attended the school have been discharged, only two or three have been returned as prisoners. The secretary suggests that the board of managers be, in part, composed of women.

MECHANICS' INSTITUTE.

Organized March 29, 1855. The objects of this institute are the establishment of a library and reading-room, the collection of a cabinet, scientific apparatus, and works of art, and other literary and scientific purposes. The library contains 19,000 volumes, including many rare scientific works. Within the past fourteen years this institute has presented to the State seven exhibitions, all of which were attended with the most complete success. The property of the institute is estimated at $150,000.

PUBLIC LIBRARIES.

The statistics of the public libraries of the State will be found in the appropriate table at the end of this volume. Several of the hotels of San Francisco are provided with large and interesting collections of books for the use of the guests. One of these libraries contains 7,000 volumes.

SAN FRANCISCO.

ESTIMATED EXPENDITURES AND BUILDING-FUND.

The estimated cost of school-buildings to accommodate the children now seeking admission to the schools is $357,000, for which purpose there will remain a balance of $180,721.82. Superintendent Widber remarks: "The board of education has, therefore, at its disposal only about one-half of the funds required for the erection of school-buildings. But if for a few years in continuance it can have a like amount for a building fund, a sufficient number of school-houses can be erected to at least save the department from paying rent for rooms and buildings, and provide all children attending the schools with capacious and well-ventilated class-rooms. The legislature has relieved the school fund of the amount annually transferred to the sinking and interest fund of school bonds, now amounting to about $80,000, by providing that such transfers shall be made from the general fund of the city and county, instead of from the school fund. It has been owing almost entirely to this heavy draft upon the school fund that a deficit has occurred each year, and the legislature has performed a very essential act."

CONSOLIDATION OF PRIMARY SCHOOLS.

Until recently the primary system included six grades, each occupying six months, while the grammar course consisted of four grades, each requiring a year. The highest primary grade, therefore, graduated pupils into the lowest grammar grade twice as often as the latter was ready to receive them. By reducing the number of primary grades, and extending the time of each through one year, the examinations and promotions are made coincident with those of the grammar grade.

COURSE OF STUDY.

Upon the recommendation of principals of the primary schools, French's First Lessons in Numbers, as a text-book in mental arithmetic, was added to the primary course. The principals also indorsed the recommendations of the deputy superintendent to teach decimals in connection with whole numbers in the lowest grade.

In the grammar grades some of the less essential studies have been dropped, and a material reduction made of the amount required in those retained. The new course cumbers pupils with fewer tasks, but secures far greater thoroughness and a higher quality of education.

CONDITION OF SCHOOLS.

Deputy Superintendent Swett, in his last annual report, says: "The educational condition of the schools will best be shown by the results of the thorough and critical examinations at the end of the school year. The expectation that the cutting down of the course of study to something like sensible limits would be productive of good results has been fully realized. The class of 254 graduates from the grammar schools is the largest and, without doubt, the best fitted class ever sent up to the high schools. In most of the lower grades at least four-fifths of the pupils were regularly promoted. But the new course of study, though an improvement, still has some serious defects. In fact, so long as teachers depend mainly on text-books, and so long as some of the inferior school books forced on the city by the State board are continued in use, it is utterly impossible to adopt a practical and rational course of instruction. It is to be hoped, now that the State uniformity law is repealed, that during the next two years some gradual changes may be effected, and that the course of study may be revised and improved."

The examinations in French and German were satisfactory; but Mr. Swett remarks: "It is evidently too heavy a burden for a pupil to learn two languages and carry the English course at the same time."

TEXT-BOOKS.

The law compelling cities to adopt the State series of text-books has been repealed. The deputy superintendent, while favoring the repeal, advocates local uniformity as indispensable.

EXAMINATIONS OF TEACHERS.

The quarterly competitive examinations of teachers have proved conclusively the utter incompetence of some candidates claiming, and supposed to be thoroughly qualified, and the imperative need of thorough examinations by competent and impartial persons.

In an address delivered before the National Education Association, held in Boston in August of the present year, Deputy Superintendent Swett said that he considered the

present system of examining teachers, in most cases, a mere farce. "Of the 300,000 school-teachers in this country only one-tenth are professional; a fact which will remain unchanged so long as communities fail to retain their teachers longer than a single year and refuse to give them proper remuneration."

NEED OF EDUCATIONAL REFORM.

Mr. Swett deprecated the election of school boards by political parties and the frequent changes caused thereby among school officers and teachers. "Gradually, but surely, the schools are coming to be considered as legitimate party spoils of the victors." * * "There has been a great deal of talk about reform in civil-service appointments, but the country stands in greater need of reform in the manner of making educational appointments." * * "There are only a few States that have any system of professional examinations by means of which a public-school teacher can secure a professional life-diploma, and thereafter be exempted from the humiliation of periodic examinations by petty school officials. And even if a life-certificate can be secured, as in a few States, such as Illinois, Ohio, Iowa, or California, it is of no legal value outside of the State in which it is granted. California is the only State that recognizes by law the State diplomas and certificates of other States, by placing them on an equal footing with her own. No State, except California, recognizes by law the normal-school diplomas of other States; in fact, many of the States fail to recognize by law the diplomas given to graduates of their own normal schools."

LIFE-DIPLOMAS.

"There ought to be, in every State, a State board of examination, made up exclusively of professional teachers, including the State superintendent of public instruction, having power to issue life-diplomas to experienced teachers of the highest rank, and certificates of lower grades to younger teachers; these diplomas and certificates to be issued only upon actual examination in writing, and the record of examination to be indorsed upon the certificates. There ought, then, to be a system of broad and liberal legislation, in all the States, by means of which a professional teacher, holding a diploma or certificate in one State, should be guaranteed a legal recognition in all the other States. In addition to a State system of examinations, an efficient system of city, county, or township examinations is indispensable. The examining boards should be made up of each city, county, or township superintendent, together with from three to five professional teachers, themselves holders of high certificates. They should have power to issue, on actual written examinations, certificates of different grades, valid for periods of time ranging from two to ten years. These boards should be paid for their work; otherwise it will not be well done; and they should be composed exclusively of practical teachers, for the same reason that only lawyers can legally examine legal students, only physicians examine medical students, and only clergymen decide the fitness of theological students to enter the ministry. Until there is a reform in this defective point of our school system, there can be no marked and permanent improvement in the public schools as a whole. That so little has been done in this direction, can only be accounted for from the fact that nine-tenths of the men and women engaged in 'keeping school' are intending to get out of the business as soon as they can, otherwise they would never submit to the humiliations imposed upon them."

Mr. Swett concludes his remarks by presenting a series of propositions relating to the examination and appointment of teachers, for the consideration of teachers, educators, and legislators.

He was made chairman of a committee appointed to consider the matter of teachers' examinations, and report at the next annual meeting of the association.

EVENING NORMAL SCHOOL FOR TEACHERS.

This school, which was discontinued for two years, has been recently revived. It meets one evening each school-week, continues two hours, is conducted by competent teachers, under the direction of the deputy superintendent as principal, is numerously attended, and promises well.

INCREASED PAY OF TEACHERS.

The pay of grammar assistants has been raised from $810 to $840 a year, gold coin; and the salaries of female head assistants in grammar schools have been raised from $1,000 to $1,200 a year; and their title changed to vice-principal.

EVENING-SCHOOLS.

The board has recently adopted these schools as a permanent feature of the public-school system. They are free to all persons over ten years of age, and are continued

the same number of months as the day-schools, with the same vacations. Pupils attending day-school are not admitted except for instruction in drawing. The classes in architectural and mechanical drawing have been very successful. The schools are graded.

COSMOPOLITAN SCHOOLS.

In these schools—in which the French and German languages are taught in addition to the regular English course—there are 5,396 pupils. In the primary department the pupils are required to study one language from one to one and one-half hours per day. In the grammar department both languages are pursued, and the time given is two hours per day. The demand for instruction in these languages, particularly German, was so great, that when special teachers were appointed in two schools, more than four-fifths of the pupils immediately began the study of one or both languages.

DRAWING.

When the study of drawing was introduced into the public schools, instruction was limited to the first and second grades. In the primary schools, though there was a little drawing on slates for amusement, there was no systematic training. A skillful teacher has now been assigned to teach drawing in the primary schools. All grades below the fifth are to use Bartholomew's cards. Drawing is now regularly taught by specially qualified teachers in all the grades.

CO-EDUCATION OF THE SEXES.

Of the thirteen grammar schools of San Francisco, three are for girls alone, three for boys alone, and seven mixed. The preference of parents can thus be gratified in the selection of a school. Public opinion obviously favors the natural order. Deputy Superintendent Swett, in his last annual report, makes copious extracts from prominent educators, all favoring the co-education of the sexes, on the ground that economy is thus secured, discipline and instruction are improved, and individual development is far more sound and healthy.

OAKLAND.

GROWTH OF PUBLIC SCHOOLS.

The first public school in this city was organized in July, 1853, with 16 pupils. The first grammar school was organized in November, 1867. In twenty years the department has increased from one building, with 16 pupils, to buildings containing 36 rooms and 1,500 pupils. Two additional buildings are to be erected. The board of education estimates the expenses for the fiscal-year of 1872–'73 at $50,000, exclusive of building fund. The course of study is the same as in the San Francisco schools. Vocal music and drawing are taught in all the classes. Annual cost per pupil for tuition, $23.23.

SAN JOSÉ.

PUBLIC SCHOOLS.

In San José, the course of study requires eight years below the high school. The high-school course occupies two years. The course of study is so arranged as to compel semi-annual examinations and promotions. The city superintendent recommends the erection of a spacious building, to be devoted to a high and cosmopolitan school, in which there shall be a practical business and commercial department, where telegraphy and phonography shall be taught; also the principal modern languages, and where a sufficient knowledge of Latin and Greek can be acquired to enter the college of letters in the State university. He recommends the support of the public schools, on the ground of economy. "It costs, on an average, $1,200 to convict and punish each criminal, while the schools can be maintained at a cost of not more than $200 for each child. School-houses are cheaper than jails or penitentiaries." Value of school property, $86,450; cost of tuition per pupil, $21.80.

DEATH OF HON. EDWARD TOMPKINS.

Hon. Edward Tompkins, of Oakland, California, who gave $50,000 for the endowment of the professorship of Oriental languages and literature in the University of California, died at his residence on the 19th of November, 1872. He was a lawyer by profession, and a scholar, and had been for some time a member of the State senate, and was always a devoted friend of learning.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 California was the twenty-fourth State in population, having 560,247 inhabitants within an area of 188,981 square miles; an average of 2.29 persons to the square mile. This population consisted of 449,424 whites, 4,272 colored, 7,241 Indians, and 49,310 Chinese. Of these numbers 350,416 were natives of the United States, and 209,831 were foreign-born. Of the native residents of the State, 162,093 whites, 1,074 colored, 6,251 Indians, and 486 Chinese were born within its borders, while of the foreign residents 29,701 were born in Germany, 54,421 in Ireland, and 17,699 in England.

School attendance.—According to Table IX, vol. 1, Census Report, 91,176 persons attended school, and of these 3,578 were foreign-born. The white male scholars numbered 46,539, and the white female scholars 44,091, (an aggregate of 90,630 white scholars.) The colored male scholars numbered 203, and the colored female scholars 170, (an aggregate colored attendance of 373;) 25 Indian males, and 32 females, (an aggregate of 57,) attended school; also 114 male and 2 female Chinese, (an aggregate of 116.)

Illiterates.—The number of inhabitants of all races, 10 years old and over, unable to write was 31,716, including 2,853 Chinese and 1,789 Indians. Of these 22,196 were foreign-born.

Age, sex, and race of illiterates.—Of 1,941 white illiterates from 10 to 15 years of age, 1,092 were males and 849 were females; there were 2,018 white illiterates between the ages of 15 and 21, of whom 1,179 were males and 839 females, while of 22,199 white illiterates 21 years old and over, 12,362 were males and 9,837 females, making an aggregate of 26,158 white illiterates for the State. Of 45 colored illiterates reported between the ages of 10 and 15, 24 were males and 21 females. Of 64 colored illiterates from 15 to 21 years old, 30 were males and 34 females; while of 807 colored illiterates of 21 years old and over, 468 were males and 339 females.

Educational institutions.—According to Table XII, vol. 1, Census Report, the total number of educational institutions was 1,548, having 1,054 male and 1,390 female teachers, with 45,217 male and 40,290 female pupils.

Amount and source of educational income.—The total income of all the educational institutions was $2,946,308, of which $59,057 were derived from endowments, $1,669,464 from taxation and public funds, and $1,217,787 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools for educating their 75,527 pupils, was $1,627,733, of which sum $357 were derived from endowments, $1,519,348 from taxation and public funds, and $108,028 from tuition and other sources.

Colleges.—The 17 colleges reported, with their 156 teachers and 3,046 pupils, had a total income of $595,886.

Academies.—The 5 academies reported, with 21 teachers and 198 pupils, had a total income of $24,000, derived from tuition and other sources.

Private schools.—The 154 (private) day and boarding schools, with 267 teachers and 4,601 pupils, possessed a total income of $243,589 from tuition and other sources.

Libraries.—The libraries of the State were: Public, 744, containing 159,625 volumes; private, 873, containing 314,674 volumes, making a total of 1,617 libraries, with 474,299 volumes.

The press.—The 201 periodicals issued in the State had an aggregate circulation of 491,903 copies, and an aggregate annual issue of 47,472,756.

Churches.—Of the 643 church organizations, 532 had edifices, with 195,558 sittings, and the church property was valued at $7,404,235.

Pauperism.—The paupers numbered 991, of whom 351 were native whites, 3 native colored, and 637 foreigners.

Criminals.—Of the 1,574 prisoners 662 were native whites, 6 native colored, and 906 were foreigners.

Age and sex of population.—Of the total population of California, 137,129 persons were from 5 to 18 years of age; of these, 71,086 were males and 66,043 were females. The number of persons 10 years old and over was 430,444, of whom 283,740 were males and 146,704 were females.

Occupations.—Two hundred and twenty-four thousand eight hundred and sixty-eight males and 13,780 females of these ages were engaged in various occupations; of these 238,648 occupied persons, 47,863 were engaged in agricultural pursuits, 76,112 in professional and personal services, 33,165 in trade and transportation, and 81,508 in manufactures and mechanical and mining industries.

Age and sex of working population.—Of the 238,648 employed persons 1,585 males and 629 females (a total of 2,214 persons) were between the ages of 10 and 15; 219,777 males and 12,972 females (a total of 232,749 persons) between the ages of 16 and 59, and 3,506 males and 179 females (a total of 3,685 persons) were 60 years old and over.

LIST OF SCHOOL SUPERINTENDENTS.

Hon. H. N. Bolander, *State superintendent of public instruction, Sacramento.*

COUNTY SUPERINTENDENTS.

Counties.	Name.	Post-office.
Alameda	W. F. B. Lynch	San Leandro.
Alpine	John Bagnall	Silver Mountain.
Amador	Rev. S. G. Briggs	Jackson.
Butte	H. T. Batchelder	Oroville.
Colusa	E. J. Edwards	Colusa.
Contra Costa	H. S. Raven	Walnut Creek.
El Dorado	Whitman H. Hill	Placerville.
Fresno	T. O. Ellis	King's River.
Humboldt	James B. Brown	Eureka.
Inyo	John W. Symmes	Independence.
Kern	J. H. Cromwell	Linn's Valley.
Klamath	A. Hartz	Sawyer's Bar.
Lake	Mark Mathews	Lower Lake.
Lassen	Z. N. Spaulding	Susanville.
Los Angeles	W. M. McFadden	Anaheim.
Marin	Samuel Saunders	San Rafael.
Mariposa	David Egenhoff	Mariposa.
Mendocino	J. W. Covington	Ukiah City.
Mereed	S. W. P. Ross	Snelling.
Mono	J. S. Kikendale	Coleville.
Monterey	S. M. Sheaver	San Juan.
Napa	G. W. Ford	Napa.
Nevada	—. Watson	Nevada City.
Placer	John T. Kinkade	Auburn.
Plumas	J. A. Edman	Meadow Valley.
Saeramento	S. H. Jaekman	Saeramento City.
San Bernardino	John Brown, jr	San Bernardino.
San Diego	B. S. McLafferty	San Diego.
San Francisco	J. H. Widber	San Franeisco.
San Joaquin	W. R. Leadbetter	Stoekton.
San Luis Obispo	P. A. Forrester	Cambria.
San Mateo	H. E. Jewett	Redwood City.
Santa Barbara	J. C. Hamer	Santa Barbara.
Santa Clara	G. F. Baker	San José.
Santa Cruz	H. E. Makinney	Santa Cruz.
Shasta	W. L. Carter	Shasta.
Sierra	A. M. Phalin	Port Wine.
Siskiyou	G. K. Godfrey	Yreka.
Solano	William H. Fry	Vaca Station.
Sonoma	George W. Jones	Santa Rosa.
Stanislaus	James Burney	Modesto.
Sutter	M. C. Clark	Yuba City.
Tehama	F. A. Vestal	Deer Creek.
Trinity	William C. Lovett	Weaverville.
Tulare	S. G. Creighton	Visalia.
Tuolumne	R. De Haven	Sonora.
Yolo	G. N. Freeman	Woodland.
Yuba	Thomas H. Steele	Marysville.

CONNECTICUT.

[From report of Hon. B. G. Northrop, secretary of State board of education.]

SCHOOL FUND.

Capital of school fund	$2,048,375 62
Revenue of school fund distributed February 28, 1871	128,468 00
Dividend per child from school fund	1 00

FINANCIAL STATEMENT.

Received from school fund	$128,468 00
Received from town deposit fund	45,167 37
Received from town tax	641,837 76
Received from district tax	410,708 11
Received from local funds	9,627 23
Received from voluntary contributions	11,012 47
Received from other sources	256,796 68
Total receipts for public schools from all sources	1,503,617 62
Increase over last year	19,601 27
Amount for each child	11 70
Amount expended for teachers' wages	833,759 96
Increase over last year	48,079 92
Amount expended for fuel and incidentals	98,238 44
Amount expended for new school-houses	370,369 73
Amount expended for repairs	70,005 64
Amount expended for libraries and apparatus	7,458 97
Amount expended for other school purposes	117,148 21
Total expenditures for public schools	1,493,980 95
Decrease for the year	124,406 81

ATTENDANCE.

Scholastic population	128,468
Number of pupils registered in winter schools	94,408
Number of pupils registered in summer schools	83,095
Whole number of different scholars registered for the year	113,588
Increase over last year	2,948
Number registered over 16 years of age	3,541
Number in other than public schools	8,754
Number between 4 and 16 not attending school	11,947
Whole number in schools of all kinds	122,342
Average attendance in winter schools	67,018
Average attendance in summer schools	58,349
Percentage of scholastic population registered	88.50
Percentage of children in schools of all kinds	95.23
Percentage of scholastic population registered in winter	73.49
Percentage of scholastic population registered in summer	64.68

TEACHERS AND TEACHERS' PAY.

Number of teachers in winter: males, 699; females, 1,721	2,420
Decrease of males for the year, 3; increase of females for the year, 51; total increase	48
Number of teachers in summer: males, 186; females, 2,194	2,380
Increase for the year: males, 1; females, 53	54
Number of teachers continued in the same school	1,434
Number of teachers who never taught before	595
Average wages per month of male teachers	$66 56
Average wages per month of females	32 69

SCHOOL DISTRICTS AND SCHOOLS.

Number of towns in the State	166
Number which have made returns	*164

* Two new towns, Beacon Falls and Newington, formed in 1871, have no separate school report till the following year.

Number of school districts in the State	1,535
Decrease for the year	20
Number public schools	1,630
Decrease for the year	14
Number departments in public schools	2,290
Number schools of two departments	109
Number schools of more than two departments	116
Whole number of graded schools	225
Increase for the year	8
Average length of winter schools in days	100.78
Average length of summer schools in days	71.63
Average length of schools for the year	8 mos. 12½ days
Increase for the year	4 days

SCHOOL-HOUSES.

Number new school-houses erected in the year	33
Number school-houses reported in good condition	893
Decrease for the year	12
Number school-houses reported in fair condition	502
Increase for the year	23
Number school-houses reported in bad condition	256
Decrease for the year	14

SIGNS OF PROGRESS.

During the last ten years the increase in the number of children enumerated was 19,426; in the amount raised by town tax, $563,297.56; in the amount raised by district tax, $306,765.11; in the amount from all sources, $1,101,430.22. Ten years ago the amount raised per child was $3.61; now it is $11.70. The amount paid for teachers' services has advanced very rapidly within the past six years. During the past year the amount raised by town taxes has largely increased, while the amount raised by district taxes has proportionally diminished. The taxes which are now levied by districts are principally for the building or repairing of school-houses. The amount expended for these purposes for the year now reported was about $440,000, a sum greater by over $70,000 than in any other year, except the one next previous, when the amount expended was about $558,000. In consequence of this diminished expenditure for school-buildings, the total expenditure is considerably less than it was the previous year, though greater by $218,000 than in any other year.

LENGTH OF THE SCHOOL YEAR.

The increase of four days in the average length of the schools for the last year is a movement in the right direction. The school year now averages 8 months 12½ days, which is longer that that of any other New England State, and, with one exception, the longest in the country. But while many of the towns maintain their schools as long as is desirable, in others the terms are still too short. Some only meet the demands of the law. The majority of the children in the public schools are under 12 years of age. This is the best period for school drills, and the one least fitted for farms or factory labor. While as yet they can do least at work and most at school, their terms ought to be extended more than thirty weeks, the longest period required by law.

ATTENDANCE.

During the last three years the number of children enumerated in the State increased by 4,818, or 3.9 per cent. The gain in attendance over that in enumeration was 9,380.

"With an increase of over 3,000 in the enumeration of the past year, it is a matter of congratulation to find an increase of only 60 in the number 'in no school.' Relatively this is a marked decrease. With an increase of over 6,000 in the enumeration during the last two years, there has been a decrease of over 1,500 in the number 'in no school.' The majority of these non-attendants are either under 6 years or over 14 years of age. Our new laws in regard to truants, and to the employment and schooling of children, have helped increase attendance at school. The enhanced interest of parents, the quickened educational spirit of the whole people, and the improvement of the schools have all contributed to this result."

TRUANCY AND ABSENTEEISM.

Indifference, neglect, and truancy still remain. The report shows that there are 11,947 children between 4 and 16 not attending school. After making due allowance for invalid children, and for those between 4 and 6 whom many wise parents deem too

young for school, and for those between 14 and 16 who are at work in factories or at trades, there remain far too many who are growing up in ignorance. "The truant laws should be more generally enforced. Truancy should be regarded as incipient crime. Facts too numerous and familiar prove it to be a fruitful source of juvenile immorality. It is highly contagious. One bad case makes many more." "Absenteeism from school may usually be traced to parental indifference, intemperance, or some other evil home influences."

The report of the board of education comments upon the very great irregularity of attendance in many towns; the average attendance being only about 70 per cent. of the enrollment. The rate of attendance is shown to range in the different towns from 88.5 to less than 56 per cent. No sufficient cause for so wide a diversity among the towns can be discovered.

COMPULSORY EDUCATION.

The secretary frankly remarks that his former objections to obligatory attendance were fully removed by observations recently made in Europe; and with growing faith in moral suasion as our main reliance in preventing absenteeism or reclaiming truants, he still contends for the authority of the law, to fall back upon in extreme cases. "Where parental pride, interest, or authority fail, and juvenile perverseness is otherwise incorrigible, legal coercion should be employed."

The principal objections to compulsory law in Connecticut are that it interferes with the liberty of parents, arrogates new power by the government, is un-American and unadapted to our free institutions; and that it is monarchical in its origin and history. Common as this impression is, it is erroneous. Connecticut may justly claim to be one of the first States in the world which established the principle of compulsory education. The code of laws adopted in May, 1650, contained stringent provisions for compulsory attendance. These provisions remained, with some modifications, chiefly designed to give them greater efficacy, until the revision of 1801. Public opinion so heartily indorsed this principle, or rather so thoroughly believed in the necessity of universal education, that attendance lost its involuntary character. "Our past history illustrates the advantages and working of the principle. Its re-enactment here, with the modifications suited to present exigencies, will impress the legislation of the country. This is the most important school question of modern times. It is now up for discussion in many American States. In establishing this principle for herself, Connecticut will help settle it for the country."

The agent of the board of education, who has mingled familiarly with both the manufacturers and workmen in all parts of the State, nowhere encountered any opposition to the new compulsory law.

VACCINATION.

At the request of the superintendent the attention of the members of the New Haven Medical Association was called to this subject and their opinion asked. The report of the committee appointed to investigate the question contains a recommendation that vaccination be made by law the prerequisite for admission to the public schools.

SCHOOL-HOUSES.

The greater attendance consequent on the organization of free schools, and the growing interest of the people in education, have prompted the building or enlargement of many school-houses. During the last four years $1,683,563.46 have been expended for building and repairing school-houses, while the amount for the fifteen previous years was $1,074,352.82.

Among the superior houses erected last year may be named one at South Manchester, (built solely at the expense of the Cheney Brothers,) the high school at Danielsonville, and the Charter Oak school, in Hartford. Nowhere in the world can there be found a school-house for the children of operatives surpassing the Charter Oak. The new Morgan school-edifice at Clinton was dedicated in December last. The building and ground cost $60,000. There is an endowment fund of $50,000. The whole is the gift of Charles Morgan, of New York, who also provided a liberal supply of maps, charts, apparatus, and reference-books. No town of its size in Connecticut can show a school so well provided in this respect.

TEACHERS' INSTITUTES.

In consequence of the absence of the secretary in Europe, the number of institutes has been fewer than usual, and only $1,600 were drawn from the State treasury for that purpose. The regular sessions were held during the months of March and April in four towns, with an aggregate attendance of 696, or an average of 174. This is a larger average than in any former year. The interest and attendance of the citizens were

equally remarkable. The largest halls and churches available were well filled. In Middletown, when more room was needed, the president of Wesleyan University welcomed the institute to the Wesleyan chapel, where the remaining sessions were held. The interest taken in the proceedings, both by the president and professors of this institution, was a pleasant recognition of the mutual inter-dependence of the college and the school. The presidents and some professors in each of our colleges have assisted at our educational meetings.

STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting of this association was held at Bridgeport on the 17th and 18th of October, 1872. The president, Henry E. Sawyer, in the chair.

Professor N. T. Brown, of Boston, gave a lecture on "Charles Dickens as a reader," after which Professor R. G. Hibbard, of Middletown, read several selections, to the great satisfaction of the audience.

A paper, entitled "Practical *versus* Theoretical grammar," was read by Mr. Mark Pitman, of New Haven. This subject was discussed at length by Messrs. Ralph Park, W. B. Dwight, and others.

The next topic was the question, "What proportion of teachers should be ladies, and how ought their salaries to compare with those of gentlemen?" Mrs. Olympia Brown, the first speaker, said, in answer to the question, that committees should get the best, without reference as to sex. To get a good article is always the best economy. Money will buy good things, even good teachers. Teachers to-day teach for money, and they need money in order to teach well.

If ladies teach as well as gentlemen they certainly should be paid as well. Her advice to committees in closing her remarks was, "Get the best teachers and pay the best prices, and make no distinction of sex."

To lady teachers she advised the best preparation for teaching, and then the demand for the best pay.

Hon. Porter B. Peck thought if ladies were paid less than gentlemen, it was probably because the results were less; if they wished equal pay, they must secure equal results. The audience expressed disapprobation of this sentiment. Mr. Randall Spaulding, of Rockville, Mr. F. F. Barrows, of Hartford, Mr. Ariel Parish, superintendent of schools, New Haven, and others, discussed this question at length; the general expression being that public sentiment needed educating on the subject of salaries for female teachers. Mrs. Brown joined in the discussion, and in response to the suggestion that results determine the matter, (which was as much as to say that the work of the ladies was not so good,) she asked, "Why do committees cheat the community, then, by employing them? If, when ladies have properly prepared themselves for teaching, they cannot obtain suitable wages, let them wash, become milliners, or raise small fruits, or do any honorable thing, rather than teach for small pay."

The next question discussed was "Is it unwise for teachers to make a practice of detaining pupils after school-hours for study, as a punishment?" Mr. Carlton objected to the practice because it was annoying and exasperating to parents; it is unhygienic to both teachers and children, tending to make the mind stupid for want of proper change of scene; often creates a party spirit, which is very injurious to the school. Although not prepared to offer a substitute, he believed that the true remedy lies in the teacher's creating an interest in study, and in having personal enthusiasm enough to render this kind of punishment unnecessary.

Mr. D. P. Corbin and Mr. A. Morse, of Hartford, expressed views in opposition to those of Mr. Carlton, the former claiming that the practice is philosophical, and that parents had often requested him to detain their children until their work was done. Mr. Morse also read a paper on the "Promotion of pupils from grade to grade," after which the discussion of the question of detention of pupils after school was resumed, and, among others who gave their views upon it, Hon. B. G. Northrop said he concurred most heartily in the views of Mr. Carlton, who opened the debate. Success in teaching depends upon preoccupying the children by interesting them. In no case is long detention after school to be allowed. In such cases the spunk of the teacher has quite as much to do with it as the spunk of the child. But he liked that kind of detention which was simply for the purpose of aiding the pupils and the explanation of a difficulty; but even this should not be frequent nor long. The discussion was protracted to a great length, and on taking a vote on the question a large majority pronounced in favor of detention.

An address was then given by Mr. Ariel Parish on "The relations and mutual duties of parents and teachers." In this matter, he said, the community is in such a condition that parents will not take the lead in bringing about a wholesome intercourse between themselves and the teachers. If teachers will endeavor to bring about a mutual understanding there will be gratifying results; there will be fuller school-meetings, better funds, better apparatus, and teachers will be better sustained in their labors.

The last session was held in the North Congregational Church, in the evening, at

which there were several addresses by Hon. Mr. Northrop, Mr. W. B. Dwight, Mr. J. D. Ferguson, Rev. Mr. Brooks, and others.

Among the resolutions adopted was one that an effort should be made to secure an increase of the salaries of the lady teachers.

The officers elected were, president, Henry C. Davis, New Haven; secretary, Ralph H. Park, New Haven; treasurer, D. P. Corbin, Hartford.

About five hundred teachers were in attendance, and the exercises were regarded as highly profitable.

STATISTICS.

The statistics of our reports furnish an effective argument in favor of free schools. Aside from this, they exert an important local influence. More than one town has been reminded that it is not creditable to its liberality and public spirit to be last in the county and the lowest in the whole State in every point of comparison. The town which, for some years, held that bad pre-eminence has lately been thoroughly aroused and started on a better career.

REVISION OF SCHOOL LAWS.

The school laws were revised by the legislature of 1872. The educational committee embodied more than usual culture and school and legislative experience, which increased their efficiency and influence. This revision should favor great permanency in our school laws. The practice of rotation in the membership of the general assembly has been the leading cause of change in school legislation. New members are most forward to urge new laws. The board of education has favored permanency, and advised few changes, except those connected with free-school law.

THE AMERICAN SYSTEM OF PUBLIC INSTRUCTION.

The report of the board of education for the year 1868 contained a brief statement of educational principles, termed "The Connecticut common-school platform." This summary was proposed by Professor Daniel C. Gilman. It occasioned much discussion, and, though unanimously adopted by the State Teachers' Association, encountered earnest opposition from some then unfriendly to the State board of education. But these questions seem now to be settled. The very principles most opposed have been approved by the people, and ratified in the platforms of both political parties. This platform, with some modifications by its author and others suggested by prominent educators in different States, has been indorsed by the presidents of more than twenty of our leading colleges, by the school superintendents of a still larger number of States, and by many other distinguished educators. Out of over one hundred of the prominent gentlemen addressed, but one dissented and refused his signature. This paper, thus sanctioned by the most eminent thinkers in the land, may properly be called the American system of public instruction. Though in its present form, prepared at the request of Mr. Arinori Mori, for circulation in Japan, it has both a present and historic value for Connecticut.

EDUCATION AND INVENTION.

It is plainly due to the former excellence of the schools, and the universality of education among the people, that Connecticut has always taken the lead in the number, variety, and value of its inventions. Manufactories are relatively more numerous and more diversified in their processes and products than those of any other State. The ingenuity and inventive talent of the people have ever been remarkable, as is shown by the statistics of the Patent-Office. During 1871 the number of patents granted to citizens of Connecticut was one to each 806. The nearest approach to this was in the District of Columbia, where there was one to each 770. The pre-eminence of Connecticut in this matter has continued for many years past.

NORMAL SCHOOL.

The people now recognize the value of the normal school, and each year multiplies its friends. Its results have turned many honest opponents to warm supporters. The members of the institute class and many others remain but one term. Most of them had been previously engaged more or less in teaching. It is recommended that the salaries of the normal-school teachers be increased.

INDUSTRIAL SCHOOL FOR GIRLS.

The last has been the most successful year in the history of this important institution. The number of girls now in the school is nearly 80. In most of them a marked

improvement is noticed, both in conduct and study. Sixty per cent. are orphans. In nine cases out of ten their parents had been criminals or intemperate. Their early associations and surroundings were vicious and corrupting. The results prove the necessity of such an institution.

STATE REFORM SCHOOL.

The whole number of boys who have been in this school since its opening is 1,811. Results show the necessity of the recent enlargement of the buildings. The school work of the year, with improved rooms and additional teachers, has been unusually satisfactory. Financially, the school is very successful. The net earnings of the boys in the chair-shop and on the farm were about $12,000 for the last year. This does not include the large amount of work done in the shoe and tailor shops and the various departments of domestic work. While some of the boys after leaving this school have returned to evil ways, the majority have been reformed, and the success of the school is all that could reasonably be expected.

THE CONNECTICUT SOLDIERS' ORPHAN HOME.

There have been 68 children in the Home during the year. The branches of study are the same as are taught in the public schools, and, like those schools, it is under the supervision of the school visitors, receiving its share of the public money.

SCHOOL FOR IMBECILES.

Twenty of the pupils of this institution are beneficiaries of the State to the amount of $3 per week. There are now on hand 63 applications for admission. The school has been prosperous and the work of instruction very successful. It is estimated that there are over 1,000 imbeciles in Connecticut, and it is urged upon the State to make further provision for the wants of this class.

THE AMERICAN ASYLUM FOR THE DEAF AND DUMB.

This was long the only institution of the kind in this country. It is now not only the oldest, but the most truly national. It is supported in part by each of the New England States, and during the year has had private pupils from New York, New Jersey, Pennsylvania, and California. Of the pupils of the last year, the State of Maine supported 59; New Hampshire, 22; Vermont, 19; Massachusetts, 109; Rhode Island, 10; Connecticut, 60. Nearly two thousand pupils have been trained in this institution during the last fifty-six years. Instruction in articulation and lip-reading has been regularly given during the last year to a class of twenty-five semi-mutes.

SHEFFIELD SCIENTIFIC SCHOOL OF YALE COLLEGE.

This school has never had so large a number of scholars as during the present year. Its funds are gradually increasing; there has also been an increase in the number of professors, and the library and various collections have been enlarged. A gift of £5,000 has been received from an English lady, for the chair of dynamic or mechanical engineering. Mr. Joseph Sheffield has added largely to his previous gifts in money, and has begun the erection of a second building for the use of the school. Its estimated cost, aside from the land on which it stands, is not far from $100,000. A generous gift has been made by Hon. O. F. Winchester, by which an observatory for astronomical and physical researches will be established in connection with Yale College, the advantages of which will be shared by the Sheffield Scientific School.

CONNECTICUT COLLEGES.

In the colleges and professional seminaries of Connecticut there are 1,137 students, coming from thirty different American States and Territories and six foreign countries. There are in colleges 791, in theological schools 130, and in other professional schools 196. Only 125 sons of Connecticut are reported in colleges out of the State. In proportion to its population, no other State is educating so large a number of college students.

NEW HAVEN.

SCHOOL ACCOMMODATIONS.

The territorial enlargement of the school district, by the annexation of Fair Haven, is an important event in our school history, and increases largely the number of pupils. Twenty rooms have been completed during the year, eighteen of which have been occupied. The increase of seats, however, is hardly equal to the increased number of scholars.

SUPERVISION.

The change made during the year in the system of supervision marks a new era in the administration of the schools. The instruction of the grammar schools has been left chiefly to a female teacher, thus leaving the principal at liberty to devote himself to the duties which he alone can perform, not only in his own school, but in all the schools in his district. The new vigor infused into many of the schools fully warrants a continuance of this arrangement.

DRAWING.

The system of drawing, commenced several years since, has been steadily pursued with most satisfactory results.

The upper classes in the grammar school have reached the higher numbers of Bail's charts. Steadiness of hand and accuracy of eye have been generally noteworthy, and in many cases quite remarkable. Professor Bail has prepared a manual for teachers which makes the method of teaching so plain that one with the least experience will be able to direct a class.

EVENING-SCHOOL.

The character of the members of this school for stability, earnestness, and application to their studies appears to improve each year. Some remarkable cases of proficiency have occurred. One man over thirty years of age, who did not know a letter of the alphabet when he began, was able to read with considerable fluency by the end of the term. During the last half of the winter session, Professor Bail gave (without charge) a course of lessons in drawing to the young men engaged in mechanical pursuits. This is the fourth series he has given.

UNGRADED SCHOOL.

A little more than a year has elapsed since this school was opened, and the results have been such as to leave no doubt of its usefulness.

The number of cases which, under former regulations, would have resulted in "suspension" has been reduced to about half the number of the previous year. The number of cases of truancy has been less than the previous year, though the daily attendance was one thousand greater. The number of "subordinate" pupils has diminished. A considerable number of boys out of employment have voluntarily come into the school and improved their time, and many who, but for fear of arrest, would never have been seen in school, have attended quite regularly.

HARTFORD.

CONDITION OF SCHOOLS.

The schools are, on the whole, in a very satisfactory condition. The truant law is doing a vast amount of good in the central schools, and in several instances officers have been sent into the rural districts with most beneficial effect.

GERMAN.

A very earnest wish exists among the German citizens to have the German language made one of the regular studies in the larger schools. In the Brown School, German has been taught for the past three and a half years, with very gratifying results. During the year 240 children, 92 of whom were American and the rest German children born in this country, have studied German in this school.

EVENING-SCHOOLS.

An appropriation of $2,000 was made by the town for the expenses of an evening-school. A second school is entirely supported by Messrs. Cheney Brothers. The statistics of these schools show that they are no longer an experiment. The number in attendance has been much larger, the average attendance much higher, and the progress greater than ever before. A valuable addition to the studies of the evening-schools would be a class in mechanical drawing.

MERIDEN.

TRUANCY AND ABSENTEEISM.

The school visitors say our schools continue to suffer from irregular attendance. Hardly a day passes in which children may not be seen patrolling the streets in school hours, wasting their time and preparing their minds for the growth of those crimes which are the offspring of idleness and evil companionship. Excuses, frivolous and self-contradictory, are offered in endless profusion and apparent variety, but most of them indicating the same feeling, that the least important of all duties that may devolve upon childhood is regular attendance at school.

DRAWING.

This branch has had a place in our programme of studies nearly two years, but its progress has been unsteady and unsatisfactory. The inequality of teachers, in imparting instruction in this department, is probably greater than in most other studies, because less time has been given to drawing, inasmuch as this has not, till recently, been regarded as one of the required branches of school study. Miss Loring came here last year and visited all our schools, and gave a course of practical introductory lessons in drawing, creating considerable enthusiasm among the scholars. In February of this year, Miss Mary J. Dyer, an excellent teacher of drawing, visited our schools and explained the Bartholomew system of teaching drawing. In order to make drawing a successful study, it is necessary that we should have a competent drawing-teacher to give instruction to teachers and scholars.

SINGING.

Singing is taught successfully in some schools; in others there are great deficiencies and a corresponding want of interest. It is so because many of our teachers are ignorant of singing and insensible to the advantages of music. We are convinced beyond a doubt of the satisfactory influence of music, and strongly recommend its further culture in every school.

EVENING-SCHOOLS.

The evening-school in the town-hall met sixty evenings, from 7 to 9 o'clock. The aggregate attendance was 75; the average, 50; the average age of pupils was twenty years. The branches taught were reading, spelling, writing, and arithmetic, to all pupils; book-keeping to 25, English grammar to 5, and algebra to 1. Perfect order characterized the school. The average attendance at the Prattsville evening-school was 25.

MIDDLETOWN.

SCHOOL ATTENDANCE.

The board say in regard to this that the idea should constantly be kept before the child that attendance on the school is not to cease until the prescribed course shall be finished, and that this is just as important as to remain through a whole term, or to be faithful in attendance during a single day. In this expectation the pupil will be less uneasy, more studious and obedient, and will come to regard education as the proper business of youth.

The example, once set, will have a powerful influence upon others. Our schools would thus be increased in dignity and excellence, and the money and labor expended in this field would produce a more bountiful harvest.

VOCAL MUSIC AND DRAWING.

The board renew their expressions of confidence in the study of vocal music and drawing, not merely as accomplishments, but as furnishing a part of education that can be turned to great profit in after life. It is to be regretted that the past year has not been marked with much success in the study of music, and that no systematic instruction has been given in drawing, but the arrangements now made for the ensuing year promise to give greater opportunities than any before offered for the prosecution of these studies. The board urge parents to give their children all the facilities and encouragement possible for their improvement in these branches, with the belief that the results will afford them the highest gratification, and prove to be of great value.

NEW LONDON.

ATTENDANCE.

The average attendance in the schools has been continually improving. An opportunity will be afforded during the present year to note the effect of a compulsory system of education, since the new law provides a penalty for parents and guardians of children between the ages of 8 and 14 years who neglect or refuse to cause such children to attend school at least three months in the year.

ORAL INSTRUCTION.

In regard to this subject the school visitor says: "In a former report I suggested the giving of oral instruction upon subjects other than those of the text-books. Some quite successful attempts have been made by some of the teachers. The objects to be aimed at by the teacher in any such course of instruction are to awaken the perceptive and observing faculties of the children and to put them in possession of valuable information to make them observant and intelligent.

"The teacher must be fully prepared to explain the topics discussed with the scholars, so that they will be completely understood. Visible objects brought in by the scholars, or pictures of objects, should be made use of as much as possible. Compositions may be written upon the subjects by the older scholars. There should be some regular system adopted by all the teachers.

"I would suggest the use of Hooker's Child's Book of Nature, a work that has during the year been put into nearly all the school libraries. A half-hour each week may be thus employed more profitably and more pleasantly than any half-hour now given to the regular studies."

INSTITUTIONS.

YALE COLLEGE.

The statistics of the college and its various departments will be found in their appropriate tables at the end of the volume.

The departments of instruction are comprehended under four divisions, as follows: the faculty of theology, of law, of medicine, of philosophy and the arts. Under the last-named faculty are included the courses for graduate instruction, the under-graduate academical department, the under-graduate section of the Sheffield Scientific School, and the school of the fine arts, each having a distinct organization.

The instruction of graduate and special students having become a marked feature of Yale College, the following summary of these courses of instruction is taken from the last catalogue:

College graduates, and other persons of liberal education, are received for longer or shorter periods, with or without reference to the attainment of a degree. An executive committee, designated by the faculty, has a general oversight of the students in this department. Instruction is given partly by lectures, partly by recitations and by oral and written discussions, partly by directing courses of reading, and partly by work in the laboratories and with instruments.

The fees for instruction in the scientific school are $150 per annum; in the other sections of the department, $100 per annum.

The degree of Doctor of Philosophy is given to those who, having already taken a Bachelor's degree, engage as students in this department for not less than two years. A satisfactory examination must be passed, and a thesis presented which must give evidence of high attainment in the studies pursued. A good knowledge of Latin, German, and French must be acquired.

The courses of instruction given in the department may be grouped as follows:

I.—*Political science, history, philosophy, and English literature.*

President Porter will instruct in psychology and philosophy, in the history of philosophy, and in ethics.

Ex-President Woolsey will instruct in special cases in international law.

Professor Hadley will give a course of lectures on Roman law.

Professor Wheeler will instruct in the constitutional history of England and the United States, and in the general history of Europe in the sixteenth, seventeenth, and eighteenth centuries.

Professor Sumner will instruct in political economy.

Mr. H. A. Beers will instruct in Anglo-Saxon and the history of English literature.

Courses of lectures will be given this year by Mr. David A. Wells, on special topics in political economy, and by Mr. E. L. Godkin, on social science.

II.—*Philology.*

Professor Thacher will give instruction in Latin authors not usually read in college; and, in particular, will go over selected plays of Plautus and Terence, with special reference to early Latin forms, constructions, and meters.

Professor Hadley will teach the structure of the Greek language, as viewed in the light of comparative philology. He will instruct in special Greek authors, as Pindar, Aristophanes, Theocritus, Plato, and Aristotle; also, in Gothic grammar and the Bible version of Ulfilas.

Professor Whitney will instruct in the first year in the general principles of linguistic science, and in the second year in the comparative philology of the Indo-European languages. He will also teach the Sanskrit language, in a course of study extending through both years.

Professor Packard will instruct in the Greek tragic poets and in the history of Greek literature.

Mr. Van Name will teach the elements of the Chinese and Japanese languages.

Professor Lounsbury will give instruction in the Anglo-Saxon language, and in the early forms and literature of English.

Professor Coe will teach the relations of the modern Romanic languages, especially the French to the Latin, and will give assistance to students of the old French language and literature.

The Hebrew and other Semitic languages may be pursued under Professor Day, of the theological department, either in connection with his regular classes or otherwise.

III.—*Mathematical and physical science.*

For the instruction given to graduates and special students in the Sheffield Scientific School, (see college catalogue, pp. 61, 62.) The courses there specified may be variously combined with those here announced, or the student may occupy himself in either section exclusively, according to his circumstances and plans.

Professor Loomis will teach meteorology, with especial reference to the making and redueing of meteorological observations.

Professor Dana will instruct in crystallography.

Professor Newton will instruct, the first year, in the calculus, in analytic statics, and in the dynamics of a particle; the second year in the lunar and planetary theories and in the higher geometry.

Professor Gibbs will instruct in the laws of vibratory and undulatory motion, with especial reference to light and sound; in the combination of observations by the method of least squares; in the potential function, with its application to the theories of electricity and magnetism; and in capillarity.

Professor A. W. Wright will instruct in heat, light, and electricity, with practical instruction in the management of apparatus.

IV.—*Fine arts.*

In drawing, painting, and modeling, the school offers a systematic course of instruction. It affords the special art student a thorough acquaintance with the theory and practice of art, and combines with this a knowledge of its history and philosophy.

Its museum contains a large and increasing collection of casts and paintings, and the collections are open to art students, for purposes of art study, at all hours. In connection with the practical instruction of the school, lectures on the theory, practice, and history of art will be delivered in regular course by its professors. The noble art building is in every way well adapted to its purpose.

The statement made by the executive committee of the society of the alumni, dated June 1, 1872, shows that in every department there had been progress during the year, and also that in addition to the special and so far successful effort making by the alumni to raise the "Woolsey fund," so named in honor of ex-president Theodore D. Woolsey, D. D., LL. D., for which the sum of five hundred thousand dollars is sought, and which is to be applied to the general uses of the college in all its departments, there have been many generous special gifts to the various departments.

To the academical department, Mr. Buchanan Winthrop, of New York, of the class of 1860, gave $5,000 as a fund, the income of which is to be given in two prizes to the members of the junior class who, at the annual examination to be held in the third term of the collegiate year, shall exhibit the most thorough acquaintance with the Greek and Latin poets, six months' previous notice being given of the authors required, which shall be chiefly selected from those not used in the college course, and particular attention being paid to elegance of scholarship and appreciation of the spirit of the poetry. Mr. Morris W. Lyon, of New York, has made a fourth gift of $1,000, the income to be used for paying tuition of indigent students. Mr. Samuel Holmes, of Montclair, New Jersey, has given a scholarship fund, the income to be paid to students from certain specified towns in Connecticut.

The chapel fund has been increased by several generous gifts to $80,000.

The Sheffield Scientific School has received toward its endowment fund $151,800. In addition to this, certain gifts to meet current expenses, and in the way of certain specified annual income for from one to five years, have been received, amounting to $12,113.82, and also, for special purposes, $5,765.10.

The Higgin professorship, included in the endowment fund, was endowed with $28,000 by Mrs. Susan K. Higgin, widow of the late Robert Higgin, esq., of Liverpool.

Mr. Thomas R. Lounsbury, of Ovid, New York, (Yale, 1859,) has been appointed professor of English, and Mr. Oscar D. Allen, Ph. D., of Hebron, Maine, (Sheffield Scientific School, 1861,) professor of metallurgy.

Mr. Joseph E. Sheffield has begun the erection of an additional building for the use of the school, at an estimated cost of $100,000.

The theological department has celebrated the fiftieth anniversary of its establishment as a separate department of Yale College. Steps have been taken to procure the erection of an additional building similar to the elegant one erected two years since.

A small but beautiful chapel has been erected and finished, at an expense of $27,234, the whole sum contributed by Frederick Marquand, of Southport, Connecticut.

Mrs. Mary A. Goodman, a colored woman, left her entire property, from four to five thousand dollars, to the scholarship fund of the school, to aid young men of color to prepare for the ministry, if any such desired; if no colored students are in the school, the income may be used for other students.

Valuable donations of books have been made to the library, and also portraits of three deceased professors, Rev. Drs. Taylor, Fitch, and Goodrich.

In the law department the faculty has been increased by the appointment of Hon. Francis Wayland. New courses of lectures have also been delivered by Ex-President Woolsey, Hon. Charles McCurdy, LL. D., Professors Hoppin, Hadley, Bacon, and Bailey, which courses are to form hereafter a part of the regular scheme of instruction in the department. Sixteen thousand dollars have been contributed to the library fund for the purchase of new reports and the completion of sets, which will make it an excellent law library.

The college library has received additions by gift of 1,234 volumes and 4,860 pamphlets, and by purchase of 1,224 volumes, the latter mostly from the sums specially donated for particular purchases by Professor Salisbury, (the Salisbury oriental collection, 350 volumes,) and by Mr. Charles Astor Bristed, (340 volumes to the department of classical philology.)

The class of 1872 contributed $2,000 as a class fund to the library, and two young deceased graduates bequeathed, one $5,000, the other $2,500.

The two society libraries were transferred a year ago to the control of the college library. A new catalogue is being prepared and printed of the united libraries.

The museum of natural history has received most important gifts, especially from the Yale exploring expedition, undertaken in the summer of 1871 under charge of Professor Marsh, and, like that of the previous year, composed of ten recent Yale graduates. They visited Kansas, Wyoming, Idaho, Oregon, and California. Not less than 15,000 specimens of fossil vertebrate remains were secured, including some seventy-five undescribed species. Large collections of recent animals and very valuable ethnographical specimens were also obtained. The results of this expedition may fairly be considered as representing a gift to the museum of not less than $40,000, and the same may be said of that of the previous year. These two collections of extinct vertebrates place the Yale museum in this respect far in advance of any in this country.

The collection in osteology has been enriched by more than 200 skeletons of recent animals.

A valuable series of fossil animals from Greece has been received in exchange from the University of Athens through Mr. Robert B. Keep, (Yale, 1865,) late United States consul at the Piræus, Greece. A valuable series of vertebrate fossils from the State of Oregon has been presented by Rev. Thomas Condon, of Dalles City, Oregon. Thirty thousand five hundred and ninety-nine specimens have been added, of which only 2,275 were by purchase.

In archæology the museum has been enriched by important acquisitions. A large collection of very perfect stone implements of prehistoric age from Scandinavia; 1,200 Indian stone implements from Ohio; vases, statues, images, pottery, and stoneware from Central America; pottery from Peru, and Indian implements and weapons from Oregon and Alaska comprise some of the articles. In all, 1,483 specimens have been added.

In zoology the Yale museum will receive a complete series of the collections in the Atlantic waters, made in connection with Professor Baird and his party during the summer vacation, amounting, it is estimated, to some 15,000 specimens. Many specimens of birds, animals, insects, and reptiles have been received from California, New Zealand and South Africa.

In the school of fine arts the chair of the professorship of drawing has been endowed, and Professor Joh H Niemeyer has been elected to the position. The

"Jarves collection" of old Italian paintings has been purchased for the school. Many desirable casts have been obtained. An art library and a collection of "autotypes" are very much wanted for this school.

Since the publication of the statement from which the above facts have been compiled, professorships of political and social science, of German, of molecular physics, of political economy, have been founded and appointed. A fellowship of $10,000 has also been added.

Finances of the college.

[From the abstract of the treasurer's report for the financial year ended May 31, 1872.]

I.—Funds of the academical department:

1. Six endowed professorships, the lowest endowment being $6,500 and the highest $50,000	$133,376 72
2. Funds, the income of which is payable as prizes or scholarships	102,932 44
3. Funds for the increase of the library	31,942 33
4. Miscellaneous funds	10,500 00
5. Accumulating funds, interest of which is not available at present, but is added to the principal	70,626 38
6. General fund, income available for any purpose	371,275 38
Deduct unproductive real estate	102,352 31
Productive portion of general fund	268,923 07

II.—Funds of Sheffield Scientific School:

General and special funds	$267,225 00

III.—Other funds of philosophical department:

Professorships of Sanskrit and comparative philology	50,000 00
Professorship of botany	24,000 00

IV.—Funds of theological department:

Five endowed professorships, lowest endowment $10,000, highest $27,049.45	97,775 49
General fund	126,576 55
Other funds	82,099 47

V.—Funds of medical department:

General fund	21,332 57
In the academical department alone, the income from all sources for the year ending May 13, 1872, was	113,196 98
The expenditure was	131,444 97
Leaving a deficit of	18,247 99

The savings, which at one time amounted to $25,853.55, have been gradually drawn upon, so that there is no further surplus left in the treasury.

WESLEYAN UNIVERSITY.

This institution permits students not desiring to enter the regular departments of the college to take select courses of study, reciting with such classes as their qualifications permit. They thus have an opportunity of pursuing an extended course of English study, in connection with Hebrew or the modern languages. They are subject to the general rules of discipline. The statistics of the university will be found in their appropriate tables. The geological cabinet has been recently enriched by the addition of Professor Ward's casts of fossils.

TRINITY COLLEGE.

It has been proposed to take the beautiful grounds of the college for a public park for the city of Hartford, enabling the college to build larger buildings on a new site.

The libraries of the literary societies have been recently added to the college library. The reading-room is well supplied with American and English newspapers and periodicals.

An announcement is made that, in addition to the studies of the regular course, the professors in the several departments assign more advanced work to such of the students in each class as prove themselves competent therefor.

BERKELEY DIVINITY SCHOOL.

This institution is located at Middletown. All candidates for priests' orders with full qualifications, according to the canons of the Protestant Episcopal Church, are admitted.

Tuition is free; so also are the rooms in the school-building, where provision is made for about thirty students. Aid is extended to persons who need it, on terms made known by applying to the dean.

The alumni of the institution, from 1850 to 1871, number 148.

FITCH'S HOME FOR SOLDIERS' ORPHANS.

This institution, located at Darien, was founded by the liberality of Benjamin Fitch, esq. It supports and instructs thoroughly in the fundamental English branches, Latin, French, and algebra, some fifty children. The Home is in charge of a lady principal. A few day-scholars are received from families in the town, who pay a small tuition.

A gallery of fine paintings, many of them by the best European artists of the modern school, collected by the founder when in Europe, is attached to this institution.

WHIPPLE HOME SCHOOL FOR DEAF-MUTES.

In regard to this institution, the secretary of the board of education says: "The family school of the Whipples, in Ledyard, has attained great success in teaching deaf-mutes by articulation. Jonathan Whipple, the grandfather of the present principal, deserves the credit of being the first successful teacher of this method in America. His son, a deaf-mute, is a remarkable illustration of his father's drill and the value of the system. The grandson, either by inheritance or culture, seems to have rare adaptation for this work. The legislature, at its last session, authorized the governor to contract with this school for the education of deaf-mutes who had been five years residents of the State, under the same general conditions as were already required for the education of indigent deaf-mutes."

DEATH OF REV. H. M. COLTON.

Rev. Henry Martyn Colton, A. M., died of brain-fever at his home in Middletown, June 2, 1872.

He was born at Royalton, New York, November 5, 1826; graduated at Yale College, 1848; studied a year in the school of philosophy and the arts, then entered the theological seminary, and graduated 1852; ordained pastor Congregational Church, Woodstock, near the close of 1852; established a classical school in Middletown, May, 1857, where he taught eleven years; opened the "Yale School for Boys" in New York City, September, 1868, where he labored with great success until prostrated by the fatal disease.

He belonged to a family distinguished for intellectual ability and scholarly culture, four generations of which were clergymen and graduates of Yale. He and his five brothers were directly connected with the college for twenty-eight consecutive years. An enthusiastic, receptive, persevering student through his whole life; acute, thorough, and logical in his investigations; fearless and conscientious in the pursuit of truth, a man of positive convictions and independent character; he sought by constant training and drill to induce in his pupils right habits of mental action, and lay the foundation for high culture. By devoting himself to the personal training of a comparatively small number for a series of years, he hoped to contribute his share toward elevating the scholarship of the country.

He was fond of social intercourse, and delighted in athletic sports. If his pupils found him in the school-room stimulating, exacting, impatient of idleness and deception, and intolerant of meanness, they knew that in the gymnasium, on the river, or the play-ground, he was the enthusiastic yet wise leader, the genial and instructive companion. The beauty of his life in the home circle, his tender sympathy for the suffering, and his labors for the ignorant and the unfortunate, were such as might be expected, when one naturally amiable and generous is controlled and animated by Christian faith and love.

DEATH OF MR. JOHN P. BRACE.

John Pierce Brace, A. M., died in Litchfield, October 18, 1872. He graduated at Williams College in 1812, with high honors; was fitted thoroughly in the studies of the three professions, law, medicine, and theology, and could have entered any one with honor; was learned in ancient and modern history; in mineralogy, botany, entomology, and various other branches; was for several years editor of the Hartford Daily Courant. He never wrote any scientific or scholastic work, such as he easily might, but left his record and work in the minds of thousands whom he educated, and who still love his memory.

As teacher in the famous Litchfield Academy, and afterward (1832) as principal of the Hartford Female Seminary, which, under his guidance, became equally celebrated, he trained many young ladies who have since become leading women in society, charities, or literature throughout the land. One of them, Mrs. H. B. Stowe, says: "Mr. Brace was one of the most stimulating and inspiring instructors I ever knew."

The last nine years he spent on the old homestead, in Litchfield, enjoying the treasures of his ample library and the society of friends.

DEATH OF PROFESSOR JAMES HADLEY.

In the comparatively early death of this great scholar and teacher, not only Yale College, but American scholarship, suffers loss.

This summary of his life and works is taken from the appreciative notices of President Noah Porter, D. D., and Professor William D. Whitney, Ph. D., LL. D.:

"James Hadley was born in Fairfield, Herkimer County, New York, March 30, 1821. His father was at the time professor of chemistry in the flourishing medical college at that place. At seven years of age, young Hadley entered the academy at Fairfield, under the charge of Rev. David Chassel, D. D., and continued until he entered Yale College. When he was nine years old he was afflicted with a white swelling upon his knee, the result of a casual injury, which was followed by a year and a half of severe suffering, and disabled him for life.

"From that time his life was that of a systematic and energetic scholar. He did not abandon play. Nothing could repress the exuberance of his spirits or the force of his bodily activity. He soon learned, with or without his crutch, to perform feats of surprising agility. But his papers show that as early as fourteen he began to map out the work of his days and weeks, and that his scheme of study was most liberal and involved severe effort. He edited a literary newspaper, furnishing the matter for entire numbers himself, and writing these out in the fair chirography which he acquired by self-schooling. These papers are still preserved, and abound in various and sprightly *jeux d'esprit* in prose and verse, on topics humorous and grave, such as all boys delight in. At the age of fifteen he picked up a Hebrew chrestomathy, and, with some help, taught himself the elements of the Hebrew language. At about this age he occasionally heard the recitations of his own class, and the scene is well remembered when this slender and delicate boy sat upon the knee of one of his classmates and heard the lesson through. None of us can doubt that he heard it thoroughly and keenly, and boldly scrutinized the work of his stalwart associates. A little later Dr. Chassel made him his assistant in hearing some of the classes. The next three years he served acceptably as a regularly elected assistant in the school. At the age of nineteen and a half he entered Yale College. * * * He applied for admission to the junior class. President Woolsey examined him in Greek, and after hearing him read a little and asking him a few questions, expressed his entire satisfaction. When the examination was finished he told him that he could take any position in the class which he might desire. Little did he think at that hour what a blessing had come to the college in this modest stranger who knocked at her door at the sixth hour; how this youth should be stimulated and refreshed by his own example and scholarship, and take the torch of Greek and other learning from his own hand to transmit it new-trimmed and replenished to another generation, so that when he should die he himself should say of him, "He was a great scholar, great for any part of the world." While in college, he pursued special studies in almost every term; in one term German, in another Spanish, in another the calculus, in another Hebrew, but was foremost in his class, which graduated in 1842. He remained a year as resident graduate, devoting himself especially to mathematical studies. During this year his attention was drawn to certain difficult problems in the mathematical journal then conducted by Professor Peirce, of Cambridge. These problems he solved with such ingenuity as to attract the attention of the distinguished professor, who has repeated the remark more than once, that he could not forgive Yale College for making the man professor of Greek who should have been the first mathematician of the country. The year following he entered the theological seminary, and remained two years, except that from September, 1844, to April, 1845, he acted as tutor in Middlebury College. In September, 1845, he became tutor in this college, and held that office till August, 1848, when he was appointed assistant pro-

fessor of Greek. In July, 1851, when President Woolsey resigned the professorship of Greek, he was elected his successor, and was married the 13th of August. In 1864 he was called to a severe affliction in the death of his brother, Professor Henry H. Hadley, a man of kindred genius, whom he greatly loved. In February, 1865, he was prostrated by an insidious disease which required release from all active service. In September, 1866, a surgical operation became necessary, which was followed by long-continued debility. In January, 1868, he began his college work again, perfectly restored as he thought, but with somewhat lighter labors. Early in the last college year he suffered from a cold, inducing a partial relaxation of the vocal organs. Early in the present year he suffered from a similar attack; but he regarded it as temporary, and still insisted that his constitutional force and capacity for work were unabated. A few weeks since a more active disease assailed him, to the repeated onsets of which he at last yielded, and on Thursday morning, November 14, he gently breathed away his life. These are the brief records of a most honored and useful career, in which has been matured and manifested a character of marked eminence and peculiarities.

"As a *scholar*, Professor Hadley was remarkable for the extent of his acquisitions. The enumeration of the many languages which he completely mastered, and the many others with which he was more or less familiar, is decisive of this. In the Greek and the Hebrew he was an adept. He was familiar with the Latin, and the principal modern languagues, including the Swedish; with Arabic and Armenian; with several Celtic languages, as Welch, Gaelic, and Irish; with the Sanskrit, and the different forms of the Gothic. Of late years he has given special and continuous attention to the sources and early forms of the English. It was no uncommon thing with him to devote a few weeks to the special study of the grammar and vocabulary of a language before unknown, and thus appropriate valuable material for his general studies in comparative philology. To most scholars the complete mastery of a single language is the work of many years and distinguishes the life. To it every other study is auxiliary at least, if not secondary. But for Professor Hadley to acquire a language was so easy, and the ends for which he studied language were so broad and comprehensive, that he seemed to be equally at home in many tongues, and to appropriate from many others all that was required for his purposes. In respect to every language which he commenced, he was inclined, however, not to stop with the amount of knowledge which would suffice for any immediate object, but to proceed to the mastery of whatever could be known. We hardly need add that in this extent of linguistic study he was uniformly exact.

"The variety of his knowledge was as remarkable as its extent. He was not only equally at home in several languages, each of a different family and type, which in itself is uncommon, but he was equally master of other branches of knowledge, some of them remote from language and philology. In the pure mathematics he had a special delight—being as a learner and teacher singularly rapid in his insight, clear in his discriminations, and ingenious in invention. At an early period of his public life, as we have seen, it was almost a matter of question whether he was not as well fitted for this science as for philology. In the multitude of his linguistic studies, he never abated his interest in the mathematics, and never forgot any problem which he had mastered. He watched with close and interested attention the progress of mathematical physics, and kept himself familiar with the decisive movements which have marked the progress of each of the sciences of nature. In chronology and history he was singularly pre-eminent. This was not surprising in view of his prevailing tastes and activities. * * * * * * *

"Of the American Oriental Society he was an acknowledged pillar from the first, and for the last two years has been its president. In the Philological Association the variety of his acquisitions and the reach and sagacity of his reflections in diverse spheres were most conspicuous. Whatever paper might be read, whether on the Semitic tongues or any of the Indo-European languages, ancient or modern, whether on Anglo-Saxon or the later English, whether the paper concerned matters of fact or attempted ambitious and fanciful speculation, whether the subject was known to have been familiar to him for years, or seemed remote from the range of his special studies, whenever Professor Hadley spoke, he spoke with authority, and was listened to with deference, because he spoke from certain knowledge and mature thought. * * *

"Variety of knowledge does not always indicate breadth of mind. Not a few men have extensive, exact, and various knowledge, who are narrow-minded men, inasmuch as their well-grounded positiveness within certain spheres seems to disqualify them from appreciating the facts or truths which lie beyond. Men of erudition and men of science are equally liable to this consequence of special studies, even when such studies cover a wide range. That Professor Hadley was in every sense a wide-minded man is evident from his equally sagacious comprehension of scientific truth, and sympathetic appreciation of literary perfection and beauty. His mind responded as readily to the splendid achievements of Faraday as to the refined sentiment and the finished diction of Tennyson. His knowledge of English literature in its most recent phases and productions, including the best works of fiction, was exhaustive. In critical judgment, exact memory, and appreciative enjoyment of modern English writers, he was surpassed by

few to whom literature is a specialty. His powers of poetic composition were of no mean order. His judgment on questions of common life, and his sympathies with men of humble acquisitions, both illustrated the same breadth of character. His knowledge of the many-sided and many-shaded tendencies of modern speculation, as well as of the grave questions of theological truth and practical duty, and his wise and well-considered conclusions in regard to these topics, were all significant of the same. His capacity to decide upon the proprieties of controversial discussion and his selection of felicitous diction were equally conspicuous. * * * * *

"Had Professor Hadley been brought in contact or comparison with European philologists he would have taken rank among the foremost scholars of his generation. We infer this from what we know of the acquisitions and works of philologists, living and dead, from his unquestioned competency to appreciate and criticise these works, and from the honor which he received from those American scholars who have achieved a European reputation. * * * * * * * *

"Professor Hadley, moreover, did not follow the German method of introducing himself to the world of scholars. He wrote no book for many years, and his grammar is avowedly based upon that of Professor George Curtius. Brief essays and papers, however able, do not readily attract the attention of foreign readers. Professor Hadley, like many of the scholars of England, preferred to acquire the knowledge which he desired to possess, rather than to recast it for the few English-speaking readers who were scarcely advanced enough to receive it. Moreover, he was so pressed with his duties in training his classes in elementary Greek, and now and then directing the researches of a more advanced pupil, that for years he had not the leisure to write a treatise. * * * * * * * * *

"Much was expected from him in the work of revising the New Testament, to which he applied his hand in a few pencilings as the last work of his life. Great importance was attached to his comprehensive knowledge of Hebrew and Greek, his scholarly insight, his candid and comprehensive judgment, and his mastery of compact and lucid diction. The suggestions which he would have made in the progress of this work would have testified to the scholars of the Old World that at least one great scholar and critic had been furnished by the New.

"The special field of his usefulness and of his fame has been as an *instructor*. In this field he has expended his best energies for others, and impressed himself strongly and permanently upon many thousands of young men. This was his chosen field, not merely because he was distinctly called to it as the appointed work of his life which he accepted as laid upon himself by his great task-master, but because he embraced it as the noblest calling to which he might aspire. The remark has often been made—what a pity and what a waste that a man like Professor Hadley, one of the foremost scholars of the country, should be doomed to teach elementary Greek to successive freshmen classes, when, if things were as they should be, he might have expended the treasures of his wisdom upon a few appreciative students, and the rest of his time in making fresh acquisitions. Not so judged Professor Hadley, dearly as he would have prized the leisure, and heartily as he would have enjoyed the appreciative sympathy and the forward zeal of maturer scholars. He knew the needs of young students and the defects of their elementary training too well; he estimated the power of his own personal faithfulness and influence too justly to be willing to forego this opportunity of usefulness as long as his strength would allow him to do elementary work. It was a great thing for this college that year after year, so long as he was the only professor of Greek, so many young men in the first term of their college life were brought in contact with a teacher of such splendid gifts and such exemplary thoroughness; a teacher who, though he might seem hard and exacting at first, was soon seen to be no more rigid than the truth of the science which he taught, and in whom the most exemplary fairness was always conspicuous; a teacher who was himself a copious fountain of exact knowledge, and whose dealings with his pupils exemplified the imperial attractions of impartial justice. As these pupils knew him better from week to week, their impressions of his wholesome rigor faded away, and love and honor took their place. When they came a second and a third term under his instructions, those whose esteem was worth possessing honored him as all ingenuous and earnest souls honor gentle wisdom. The few who, from time to time, enjoyed his special intimacy by reason of their advanced studies, sat at his feet with admiration and delight. Among these were some of our most eminent philologists, who weep with tears which they would not restrain, that he who was to them both brother and friend is snatched from their sight.

"Not only have his fidelity and patience been most useful to his pupils, but they have been wholesome in their indirect bearing upon his fellow-instructors, who could not but be reproved by his exemplary thoroughness, if they were not inspired by his unselfishness. Directly and indirectly they have taught the graduates of this college one of the most important lessons for this generation, that in the institutions of learning, patiently and skillfully to teach the elements of knowledge is a service to which distinguished genius and learning may be wisely and honorably devoted, and that to

disdain such service, or to seek to escape it, may indicate a spirit which is as superficial as it is selfish. Professor Hadley gave the sanction of his example most fully to the precept, 'He that is greatest among you, let him be your servant.' In this he showed both his greatness and his goodness. * * * *

"He was a practiced student of history; he was a consummate philologist. He was familiar with all that had been written by the most learned and the most acute of the modern antagonists of Christianity. He had been a student of theology, and was at home among the speculative objections of those who would assert or insinuate that no sensible man, who is abreast with modern thinking, can accept the supernatural Christ of the Christian history. I shall never forget, on an occasion when there was submitted to him an argument for his revisal, how emphatically and positively he assented to the position taken, that modern criticism must force the historic student to say: The Christian history is genuine or, at least, enough of it to oblige the critic to accept the alternative that the Christ of history, if not supernaturally commissioned, was either a conscious deceiver or romantically self-deceived. * * *

"The loss is indeed irreparable. None can feel this more sensitively and bitterly than myself, in the manifold responsibilities to which I have been called. I speak for my colleagues as well, who feel as keenly that one of the wisest and kindest of our circle has been taken from the sphere of activity which we had hoped he might fill for a score of years. It will be long before we forget him, or cease to remember him with tender and reverent affection. He has been with us for more than thirty years as a student and instructor. His is one of the brightest names among all those which this college has enrolled upon its annals. May his example and spirit remain with us for another generation! * * * * * *

"Such a loss is not one to be passed with a brief word of notice. Professor Hadley was one of the very foremost men in this community, of whom it had most occasion to be proud, and whom it has most reason to mourn; indeed, he was one of the foremost intellectual men of the time. In the departments where his strength lay he has not left his equal in the whole land, or anywhere among people of English speech. In every branch of mental labor to which he had turned his attention he excelled. In mathematics, which was the first subject of his college teaching, (at Middlebury,) he showed abilities which would have put him in the front rank of mathematicians; his studies in Roman law bore fruit in a series of lectures which were given with the high approval of educators here and at Harvard, and had been made part of the regular course in our law school; and he was under engagement to discuss the foundations of jurisprudence in one of the other schools of post-graduate study. But upon philology he had concentrated most of his labor, and here he was without a rival among Americans. His range of study was of the widest. Outside the ordinary circle of the classical and modern languages, Hebrew, Arabic, Sanskrit, Celtic, and Armenian were among those which he had acquired; in Hebrew, especially, he was a profound scholar. And these were with him no merely nominal and barren acquisitions. He was master of the methods and the main results of comparative philology, and he brought all his varied learning to bear upon any point in language that he would discuss, with a facility and philosophic power peculiarly his own. He had a most capacious, retentive, and ready memory, in both great and small; nothing he had once put away seemed ever to become lost or mislaid. Nor were his critical sagacity and his coolness and soundness of judgment less conspicuous; no man's opinion on a doubtful or controverted matter could carry greater weight with those who knew him. All this richness of learning and power of mind he brought to the aid of his specialty, the teaching of Greek. It is no disparagement to the many other excellent works of its class to say that his Greek grammar was the best and greatest ever produced in this country, if not in the world. As an instructor, he won the deep respect and affection, often the reverence, of those who came under his care; and not more for his extraordinary scholarship than for his kindness of heart and real interest in the improvement of his pupils. * * *

"The loss to the public of such a teacher and thinker, cut off in the very fullness of his manhood, is great indeed; to the college it is immense and irreparable. He was a main support and ornament of the institution to which his labors had been given for more than a quarter of a century. * * * * *

"In connection with the schools of post-graduate study, to which he was more and more devoting himself, he seemed to be entering upon a new and higher sphere of work, which would give his ability and acquirements a scope worthy of them; and there was not a university in the world that might not have envied Yale its Greek professor. He will be hardly less missed in the Philological Association, of which he was a vice-president, and at whose meetings his voice was heard among the oftenest and listened to with the most respect; and in the Oriental Society, of which he had been for two years the president."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Connecticut was the twenty-fifth State in population, having 537,454 inhabitants within an area of 4,750 square miles, an average of 113.15 persons to the square mile. This population consisted of 527,549 whites, 9,668 colored, 235 Indians, and 2 Chinese. Of these 423,815 were natives of the United States, and 113,639 were foreign-born. Of the native residents of the State, 344,254 whites, 6,091 colored, and 153 Indians were born within its limits, while of the foreign residents, 12,443 were born in Germany, 70,630 in Ireland, and 13,001 in England.

School attendance.—According to Table IX, vol. 1, of Census Report, 99,663 persons attended school throughout the State, and of these 4,282 were foreign-born. The white male scholars numbered 50,696, and the white female scholars 47,792, an aggregate of 98,488 white scholars. The colored male scholars numbered 580, and the colored female scholars 564, an aggregate colored attendance of 1,144; 14 Indian males and 17 females (an aggregate of 31) also attended school.

Illiterates.—The number of inhabitants of all raees, 10 years old and over, unable to write was 29,616, (including 28 Indians,) and of these 23,933 were foreign-born.

Age, sex, and race of illiterates.—Of 2,530 white illiterates reported, from 10 to 15 years of age, 1,339 were males and 1,191 females; there were 2,710 white illiterates, between the ages of 15 and 21, and of these 1,266 were males and 1,444 were females; of 22,673 white illiterates, 21 years old and over, 8,990 were males and 13,683 were females, making an aggregate of 27,313 white illiterates for the State. Of 131 colored illiterates reported, between the ages of 10 and 15, 69 were males and 62 were females; of 213 colored illiterates reported, between the ages of 15 and 21, 83 were males and 130 were females; of 1,331 colored illiterates, 21 years of age and over, 627 were males and 704 were females; giving an aggregate of 1,675 colored illiterates for the State. Of the 28 Indian illiterates, 2 females were between the ages of 10 and 15, 2 males and 2 females between 15 and 21, 7 males and 15 females, 21 years old and over.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,917, having 695 male and 2,231 female teachers to instruct their 51,307 male and 47,314 female pupils.

Amount and source of educational income.—The total income of all the educational institutions was $1,856,279, of which $140,887 were derived from endowment, $1,227,889 from taxation and public funds, and $487,503 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools, for educating their 88,449 pupils, was $1,426,846, of which sum $409 were derived from endowment, $1,216,789 from taxation and public funds, and $209,648 from tuition and other sources.

Colleges.—The three colleges reported, with their 46 teachers and 765 pupils, had a total income of $134,643.

Private schools.—The 265 (private) day and boarding schools, with 430 teachers, 7,292 pupils, possessed a total income of $164,220, from endowment, tuition, and other sources.

Libraries.—The libraries of the State were, public 63, containing 285,937 volumes; no return of the private libraries was made.

The press.—The 71 periodicals issued in the State had an aggregate circulation of 203,725 copies, and an aggregate annual issue of 17,454,740 copies.

Churches.—The 826 church organizations reported in the State possessed 902 edifices with 338,735 sittings, and the church property was valued at $13,428,109.

Pauperism.—The paupers reported numbered 1,705, of whom 1,123 were native whites, 114 native colored, and 468 foreigners.

Criminals.—Two hundred and fifty persons were convicted during the year ended June 1, 1870, and 430 persons were in prison, June 1, of whom 278 were native and 152 foreign.

Age and sex of population.—Of the total population of Connecticut, 69,807 males and 69,155 females (138,962 aggregate) were from 5 to 17 years of age, (inclusive.) The number of persons 10 years old and over was 425,896, of whom 209,120 were males and 216,776 were females.

Occupations.—Of these ages, 159,460 males and 33,961 females (193,421 in all) were engaged in various occupations. Of these 193,421 occupied persons, 43,653 were engaged in agricultural pursuits, 38,704 in professional and personal services, 24,720 in trade and transportation, and 86,344 in manufactures and mechanical and mining industries.

Age and sex of working population.—Of the 193,421 employed persons, 3,657 males and 1,993 females (5,650 in all) were between the ages of 10 and 15; 144,239 males and 31,014 females (175,253 in all) were between the ages of 16 and 59; and 11,564 males and 954 females (a total of 12,518 persons) were 60 years old and upward.

MEMBERS OF THE STATE BOARD OF EDUCATION.

Ex officio.

His excellency Marshall Jewell, Hartford. His honor Morris Tyler, New Haven.

By appointment of general assembly.

George M. Woodruff, Litchfield.
Elisha Carpenter, Hartford.
Thomas A. Thatcher, New Haven.
William H. Potter, Mystic River.

Secretary of board.

Birdsey Grant Northrop, New Haven.

CITY SCHOOL OFFICERS.

City.	Name.	Title.
Hartford	Rev. C. R. Fisher	Acting visitor.
New Haven	Ariel Parrish	City superintendent.
Waterbury	C. B. Merrill and C. F. Elliott	Acting visitors.
Norwich	J. W. Crary	Acting visitor.
Middletown	Rev. C. H. Fay	Acting visitor.

SMITHSONIAN CONTINUATION LIBRARY

DELAWARE.

This State still remains without a superintendent of education, and there is no State official report of any matters connected with education, except the auditor's statement, printed in the journal of the house, which gives the details of the distribution of the school-funds to the several school districts. This distribution is still made upon the basis of the census of 1830. The legislature meeting but once in two years, the latest published statement is for the year 1870; but as there is little variation in the number of school districts, or the income arising from the fund, the statements are substantially the same from year to year.

The auditor, in his report of the distribution for 1870, evidently did not regard his account as being of any general interest, as he refrains from giving any totals, so that, whoever wishes to ascertain the facts, must laboriously add up the columns of figures extending over many pages of the report.

The school laws of the State, an abstract of which was given in the Report of the United States Commissioner of Education for 1871, leaves to each school district full and entire control of the educating of the children of the district; the only limitation being that a minimum amount of school tax, or contribution, as it is called, must be voted by the district, in order to entitle it to receive its quota of the State school-fund. All other matters relating to the schools are left absolutely with the inhabitants of the district, who have a school or do without one, as they choose, the effect being, as it is claimed by the progressive friends of public-school education in the State, that in those districts where the standard of education is low and the interest in schools small, there is no possibility of improvement, as there is no way of increasing the interest of the inhabitants in having better schools; so that, while Wilmington, a growing city, is making rapid advances in all matters that relate to free public schools, and while the same is true of other towns and communities, still many of the rural school districts in other parts of the State show little or no improvement during the past thirty years. The ratio of representation being also based upon the census of 1830, and being equally divided among the three counties of the State, affords little opportunity for the direct influence upon the general legislation of the State by the citizens of any one county, so that, notwithstanding the great increase in the population of New Castle County, which includes the city of Wilmington, its representation in the State legislature remains as established forty years ago. Any immediate improvement in the general State laws or system of education seems, therefore, improbable. The city of Wilmington, having procured a charter for a board of education two years ago, has been rapidly developing and perfecting its system of public schools.

THE SCHOOL-FUND.

The school-fund of the State is derived from 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 in 1871 gives the following statistics for 1870:

In New Castle County there were raised, by contribution	$84,639 78
Received from State school-fund	$10,142 15
Number of districts	91
Number of schools in operation	150
Number of scholars	7,522
In Kent County there were raised, by contribution	$19,987 25
Received from State school-fund	$8,499 57
Number of districts	115
Number of schools in operation	96
Number of months in operation	800 months and 27 days.
Number of scholars	5,044
In Sussex County there were raised, by contribution	$9,740 13
Received from State school-fund	$11,500 20
Number of districts	177
Number of schools in operation	156
Number of months in operation	648 months and 22 days.
Number of scholars	6,452

WILMINGTON.

EXTRACTS FROM REPORT OF PRESIDENT OF BOARD OF EDUCATION.

The following extracts are from the report of Dr. William R. Bullock, president of the board of education, presented to the board March 25, 1872:

"GENTLEMEN: With the termination of my appointment as presiding officer recurs the duty of presenting a brief statement of the condition of the schools and of the operations of the present board.

SCHOOL STATISTICS.

"The number of school-houses is fourteen, the same as at the last report.

"The number of seats in all the buildings is 4,268, being an increase of 418; of these, the number of seats in the grammar schools is 862, and in the primary schools 3,406. The increased number of seats is due to the greater accommodation afforded by the new building No. 1. The room in the old building, formerly occupied by school No. 1, has remained vacant since the removal of the school.

"The average number of pupils belonging to all the schools is 3,503; of these, 566 are in the grammar schools and 2,937 in the primary schools.

"The following statement will afford an idea of the ages of the children attending school—correct for the time at which the inquiry was made:

"From six to twelve years of age, (inclusive,) 2,813; from thirteen to fifteen years, (inclusive,) 550; from sixteen to eighteen years, (inclusive,) 72.

"The largest monthly average of pupils belonging to all the schools (October) was 3,678, and the smallest monthly average for all the schools (June) was 3,305.

"The average percentage of attendance in all the schools was 90. For the grammar schools the average percentage of attendance was 94, and for the primary schools 89.

"The need of more ample school accommodation in the southern and southwestern parts of the city continues as at the last report. The board has not, however, been unmindful of these requirements, and has purchased a lot in the Second ward, south of the Christiana, for the sum of one thousand dollars. A building committee is charged with the provision of a plan for a building to be erected thereon. A suitable location in the southwestern part of the city has been carefully sought for, but as yet without definite result. This subject will remain an important one in charge of the succeeding board.

"The new school-house No. 1, on French street, was occupied on the 9th of October, 1871. The total cost of the building was $28,208.10, and the cost of furniture and apparatus $2,409.20; all of which was defrayed from the proceeds of a loan authorized by the legislature at its last session. This building, as the most recent and largest of our school edifices, has attracted general interest. It was sought to combine in it as many of the advantages which experience has suggested as conducive to the health of its occupants and the convenience and facility of conducting the exercises as a due regard to economy would allow. The furniture has been carefully selected with a view to durability, comfort, and sightliness. The number of seats provided is 546. The lower floor is occupied by a primary school for girls, the second by a grammar school for girls, and the third by a grammar school for boys. Apartments in the front of the building afford a repository for the books and stationery belonging to the board and a convenient office for the superintendent of the schools.

GRADING OF SCHOOLS.

"That the board might be informed at all times of the literary status of the children under its charge, the grading of the schools was a matter of primary importance. This could not be effected without establishing a definite system of instruction for all the schools. A programme of study was to be made out, demanding careful thought and experience, that no time should be lost while carrying forward the instruction in accordance with the best known methods and the requirements of the pupils. This schedule of study is now in the hands of all the teachers.

"Uniformity of studies involves, of course, uniformity in the books and apparatus of teaching used in the schools.

"A knowledge of the attendance of both teachers and scholars, of time lost by lateness, or absence from sickness or other causes, can be had only by a detailed and systematic record, made up from reports furnished by all the schools. The forms for these reports, and the school records to correspond, were to be made out and put in operation. The monthly reports of the superintendent to the board are the evidence of the successful working of this arrangement.

"Besides the attendance report, statements are rendered quarterly of the property under the care of the teacher of each school, and of its condition.

TEACHERS' INSTITUTE AND NORMAL SCHOOL.

"As the success of the school must depend upon the teacher, the improvement of teachers in scholarship and in the art of instruction has also received especial attention. A teachers' institute and a normal school were early established and have continued in successful operation.

"In the former, methods of teaching are discussed in a familiar manner; questions in great variety are proposed and answered, and essays are read on educational subjects.

"In the normal school, opportunity is given for the further prosecution of study in whatever branches may be desired by those who attend it.

"The institute is attended by all of the teachers, and the normal school by a considerable number.

"The advantages to be derived from the institute and normal school are already apparent in the school-rooms of those who attend them: better order, greater interest and attention on the part of the pupils, greater vivacity and efficiency on the part of the teacher.

"I think it may be truly said that at no time in the history of our schools has there been so great a desire and effort for improvement on the part of a considerable proportion of the teachers.

METHOD OF APPOINTING TEACHERS.

"That the schools, and the community through them, should not suffer from the slackness of teachers, the board very wisely determined to effect a radical change in the mode of appointing them. It is plain that, apart from moral fitness, scholarship and aptness in teaching and discipline are the proper criteria in the selection of teachers. It is accordingly ordered that re-appointments shall be made only after examination in the manner prescribed by the rules. Thus the studious and energetic may have the opportunity of obtaining the position to which honest effort and merit entitle them.

"The number of candidates examined for the position of teachers during the past year is seventy-seven. Of these thirty-one passed and eighteen were appointed. Of those appointed twelve were from our own city and six from other places.

"When teaching is looked to as a profession, it is the most mistaken economy to enter upon it without a broad and solid foundation upon which to build in the future. This premature action may cause many to remain in the primary departments and leave few to rise to honorable and useful positions in the more advanced grades. It is hoped that the competitive examinations, co-operating with the institute and normal school, will elevate the character of instruction in all our schools.

BOYS' GRAMMAR-SCHOOL.

"The new grammar-school for boys in school-house No. 1, under the charge of a gentleman (Mr. Barnum) as principal, is another new feature in the proceedings of the present board. This school, which is progressing favorably, is expected to afford, and does afford, an opportunity for study in departments beyond the scope of instruction in the other schools for boys. In it may now be pursued a course equal to that followed in most private academies, while it is capable of meeting any requirements likely to be made upon it hereafter.

GIRLS' GRAMMAR-SCHOOL.

"The excellent condition of the girls' grammar-school in school-house No. 4, under the direction of Miss Miller, also calls for a moment's attention. The studies of the first division of this school are of a grade equal to that adopted in many girls' high schools and normal schools in our country. I would mention, as worthy of the attention of the next board, the fact that the number of the pupils under a single teacher in this division is greater than in any of the other schools.

"I feel that we ought also to bear in mind the responsibility laid upon our superintendent in arranging the details of the changes desired by the board, and the labor and attention required to execute them, and desire that the hands of the superintendent may be upheld by the sympathy and assistance of the board in the proper execution of all the duties imposed upon him.

NIGHT-SCHOOLS.

"On the 28th of November, 1854, a permanent organization of citizens was formed for the purpose of carrying on a night-school, which had for some time previous been in operation. From the above date until last fall the association had continued in operation, quietly but usefully conducting through every winter a school which has been

numerously attended by young men whose daily pursuits debarred them from the advantages of the public schools. The expenses of the night-school were defrayed from voluntary contributions of benevolent citizens, aided by a small charge made to each pupil, and by a yearly contribution from the board of public education.

"The teachers had at all times been mainly derived from the corps of teachers of the public schools, aided by the personal attendance and assistance of members of the association. The ranks of the generous contributors have, however, been thinned by death, while age, infirmity, and pressing occupations have lessened the number of active participants from among the members. It was, therefore, highly opportune that during the past winter a proposition should have originated in the board to establish night-schools in different sections of the city, and to assume the control of the one which had been so long in operation.

"With the growth of the city, and especially its manufacturing interests, increases rapidly the number of those to whom the night-school would prove a blessing, and it is eminently proper that the board of public education should extend to them the advantages of its means and its organization.

"Of the night-school association the board has always been the generous ally, and will, I doubt not, prove more powerful and efficient as its successor in its field of labor. Four night-schools, under the charge of a special committee, have been conducted for varying periods during the past winter. They were held respectively in the basement of the Wilmington Institute, Pusey & Scott's building, (corner of Third and Tatnall streets,) Phœnix engine-house, (corner of Twelfth and King streets,) and Madley Chapel, (south of the Christiana.) It is proper also to recognize in this place the generosity which placed all of these buildings free of expense at the service of the committee.

"The committee report the number of pupils registered in all the night-schools as 275.

Total estimated expense	$685 40
Cash received for use of books	259 25
Cost per pupil, (approximative)	2 49

"The pupils manifested much interest in all efforts to improve their minds, and the teachers deserve commendation for the manner in which they performed their duties.

"The cost of tuition for each pupil, calculated upon the actual number of pupils in our schools at the present time, and including cost of books, fuel, repairs, interest, &c., has been for the past year $12.77. The cost of tuition simply, including books, $9.80; cost to each pupil for miscellaneous expenses, $2.97. Total value of city school property, as estimated by the treasurer, $173,395.20."

Dr. Bullock, from pressure of private business, declined a re-election to the board.

ORGANIZATION OF THE NEW BOARD OF PUBLIC EDUCATION.

The new board of public education elected Colonel Arthur H. Grimshaw president, and Joseph L. Kilgore, esq., secretary.

SUPERINTENDENT OF PUBLIC SCHOOLS.

When Mr. David W. Harlan was first appointed superintendent of schools he was required, in addition to his duties as superintendent, to act as principal of school No. 1, and as secretary of the board of education. As the members of the board gradually realized the importance and amount of the work devolving upon the superintendent, they have relieved him from all other cares, leaving him at liberty to devoté his whole time to the duties incident to his position.

NEW PRIMARY SCHOOL-BUILDING.

During the year the new school-building south of the Christiana, referred to in Dr. Bullock's report, has been completed, and will be opened for use January 30, 1873. This is a primary school, and will accommodate 300 pupils. This increases the number of public schools to 15.

INCREASE OF TEACHERS' SALARIES.

On December 9, 1872, the board voted to increase the salaries of the lower grade of teachers, the salary of 22 being raised from $300 per annum to $360, and that of 9 from $330 to $360. The question of increasing other salaries was postponed for future consideration.

The Saturday normal school has had an average weekly attendance during the year of 33 teachers, the whole number enrolled being 63. The interest and attendance are increasing.

SCHOOL NO. 1.—SCIENTIFIC LECTURES.

When the girls' school No. 1 was moved to the new building in French street, in October, 1871, a boys' department was added, and the number of teachers increased from 2 to 9. The school possesses new and well-selected apparatus for illustrating physiology, natural philosophy, and chemistry.

A series of lectures upon natural philosophy and chemistry was delivered during the winter by Colonel A. H. Grimshaw, president of the board of education, and a series of lectures upon botany was given in the spring by William Canby, esq.

FREE-HAND DRAWING TAUGHT IN PUBLIC SCHOOLS.

During the past year Bartholomew's system of free-hand drawing has been taught in all the public schools of Wilmington.

MUSIC.

Lessons in vocal music have also been given on one day in the week at each school, by Mr. J. N. Clemmer, who has received from each scholar one cent a week as compensation. The board have not yet decided to place vocal music upon the list of regular studies, and have made no provision for it other than having permitted Mr. Clemmer to teach in this way the past few months.

PRIZES OFFERED TO GRAMMAR-SCHOOL PUPILS.

Three prizes in each school, for excellence in scholarship, were offered to the scholars in the girls' grammar school and in the boys' grammar school. The value of these are $20, $18, and $12. They are awarded at the end of the summer term, and are to be given, for three years, by Mr. J. T. Heald and Mr. H. B. Seidel, citizens of Wilmington.

The improvement of the schools of the city has been most gratifying during the past year.

DOVER.

The academy which the Methodist Episcopal conference decided last year to build at Dover, upon land given by some of the citizens, has not yet been built, but the purpose is still held, and $35,000 of the proposed $100,000 have already been subscribed. A meeting in regard to it is now to be held, and a charter is to be asked from the legislature this winter; the trustees expect to be able to commence building during the coming year.

NEW CASTLE.

A brief account of the common lands left by William Penn and his heirs to the town of New Castle, for the purpose of the education of its inhabitants, was given in the report for 1871.

The statement of the trustees of the New Castle common lands, from March 25, 1871, to March 25, 1872, shows an annual income of about $10,000, with direct expenditures for school purposes during the year ended March 25, 1872, of $3,175.

EDUCATIONAL INSTITUTIONS.

The statistics of the Delaware College at Newark will be found in the table of college statistics at the end of this volume.

There are quite a number of chartered academies, and of private, select, and classical schools in the State; indeed, except in the grammar schools of Wilmington, there is little other opportunity for the children of the State to obtain any training above that of the district schools.

The list of such of these academies and private schools as have been obtained will be found in the statistical tables of institutions of secondary instruction.

EDUCATION OF COLORED CHILDREN IN DELAWARE.

No provision is made for the education of colored children by either the State or town authorities.

A benevolent society, called "the Delaware Association for the Moral Improvement and Education of the Colored People," whose headquarters are at Wilmington, has been for the past few years aiding the efforts of the blacks to obtain schools for their children. The following account of the work of the society during 1872 has been prepared for this report by the efficient actuary of the society, Miss Abbie Peckham, of Wilmington.

STATEMENT.

The withdrawal of assistance by the Freedmen's Bureau at Washington, as well as by the friends of general education, (including a donation, continued for some years, from the patrons of the cause in England,) has been felt seriously in carrying on our work for the past two years. Almost entirely cut off from all the sources from which our income had hitherto been drawn, we have been obliged to depend, in a great measure, upon localities where schools already existed, or have since been established, for their pecuniary support. We have, however, received an appropriation from the city of Wilmington, through the board of public education, to the amount of $1,000, during 1872.

NUMBER OF SCHOOLS IN CHARGE OF THE ASSOCIATION.

The past year, eighteen schools, including the Howard School at Wilmington, have been under the supervision of this association. They were located as follows: Wilmington, Seaford, Smyrna, Christiana, Odessa, Milford, Laurel, New Castle, Milton, Newark, Summit Bridge, Mount Pleasant, Dutch Neck, Slaughter Neck, Frederica, Fieldsborough, Middleton, and Concord.

The length of the school term varied in different localities from two to nine and one-half months, according to the pecuniary ability of the people and their interest in education.

Twenty-one teachers were employed, all females except one, and all colored except the principal of the Howard School in Wilmington.

WORK OF THE ASSOCIATION.

This association has aided in the selection of teachers, provided a supply of suitable school-books at cost prices, and paid toward the salaries of teachers, outside of Wilmington, sums varying from $3 to $8 per month, according to the need of schools at different localities. In Wilmington, salaries of the teachers of the Howard School have been paid entirely by the association.

NUMBER OF SCHOLARS

In the month of January, 1872, the total enrollment in all our schools was 984, and the average attendance 858.

Of the total enrollment, 824 were reading and spelling, 756 writing, 445 studying arithmetic, 445 geography, 63 grammar, and only 160 were in the alphabet and primer.

Estimating the changes which have occurred on our rolls, we find that about 1,500 different pupils have been taught in our schools the past year.

Of this number, about two-thirds were males, and nearly one-half were over sixteen years of age.

Except in a single case, the actuary has visited each school at least once during the term. Those most convenient have been seen more frequently.

The amount collected and expended by the association for teachers' and actuary's salaries, rent of office, purchase of school-books, &c., has been about $2,500.

The amount collected and expended by the colored people for the board and salaries of teachers, and the purchase of school-books, has been about $2,400, which does not include incidental expenses of fuel, repairs on school-houses, &c.; the total expenditure for the year in the prosecution of the work being over $5,000.

INCREASED INTEREST IN SCHOOLS SHOWN BY COLORED PEOPLE.

The colored people have manifested an increased willingness and ability to assist in the support of their schools, the amounts voluntarily contributed by them toward the salaries of teachers having shown a gradual increase. At the commencement of the association's labors in 1867, they paid nothing toward salaries, and in some cases not the teachers' board. They now, in all cases, pay the board and part of the salary, their contributions having risen from a range of $6 to $9 per school per month in 1870–'71, to a present range of $6 to $15.

Throughout the State there is a marked decrease of unfriendliness toward our work exhibited by the white people. This is evident from the more friendly feeling manifested toward our teachers, and by an increased disposition to assist the colored people in securing their portion of the funds necessary.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Delaware was the thirty-fourth State in population, having 125,015 inhabitants within an area of 2,120 square miles, an average of

58.97 persons to the square mile. This population consisted of 102,221 whites and 22,794 colored. Of these 115,879 were natives of the United States, and 9,136 were foreign-born. Of the native residents of the State 74,540 white and 20,214 colored persons were born within its borders, while of the foreign residents 1,142 were born in Germany, 1,421 in England, and 5,907 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 19,965 persons attended school, and of these 205 were foreign-born. The white male scholars numbered 9,862 and the females 8,908, (an aggregate of 18,770 white scholars.) The colored male scholars were 663, and the female 532, (an aggregate of 1,195.)

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 23,100; of these 2,469 were foreign-born.

Age, sex, and race of illiterates.—Of 1,878 white illiterates reported, from 10 to 15 years old, 1,045 were males and 833 were females; 1,370 illiterate whites between the ages of 15 to 21 (inclusive) were reported, and of these 718 were males and 652 were females; of 8,032 illiterate whites reported, 21 years old and over, 3,466 were males and 4,566 were females. Of 1,785 colored illiterates, from 10 to 15 years old, 925 were males and 860 were females; of 2,065 colored illiterates, 15 to 21 years old, 1,054 were females and 1,011 were females; and of 7,970 colored adult illiterates, 3,765 were males and 4,205 were females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 375, having 147 male and 363 female teachers, (total, 510 teachers,) and a total of 19,575 pupils, 9,093 males and 10,482 females.

Amount and source of educational income.—The total income of all the educational institutions was $212,712, of which $120,429 were derived from taxation and public funds, and $92,283 from tuition and other sources.

Public schools.—The 326 public schools, with 388 teachers, (107 male and 281 female,) possessed an income of $127,729 for the education of their 16,835 pupils, (7,694 male and 9,141 female,) of which income $120,429 were derived from taxation and public funds, and $7,300 from tuition and other sources.

Colleges.—The two colleges reported, with their 15 teachers (7 male and 8 female) and 137 scholars, (17 male and 120 female,) had a total income of $18,350, derived from tuition and other sources.

Academies.—The 9 academics, with 48 teachers (25 male and 23 female) and 722 pupils, (463 male and 259 female,) had a total income of $35,200, derived from tuition and other sources.

Private schools.—The 14 private (day and boarding) schools, with 24 teachers (4 male and 20 female) and 482 scholars, (223 male and 259 female,) had a total income of $11,572, derived from tuition and other sources.

Libraries.—There were 252 public libraries, containing 92,275 volumes, and 221 private libraries containing 91,148 volumes, making a total of 473 libraries, containing 183,423 volumes.

The press.—The 17 periodicals issued had an aggregate circulation of 20,860 copies, and an aggregate annual issue of 1,607,840 copies.

Churches.—Of the 267 church organizations reported, 252 had edifices with 87,899 sittings, and the church property was valued at $1,823,950.

Pauperism.—Four hundred and fifty-three paupers were reported, of whom 223 were native whites, 180 colored, (native,) and 50 foreigners.

Crime.—Of 66 persons in prison June 1, 1870, 13 were native whites, 44 colored natives, and 9 were foreigners; 145 criminals were convicted during the year.

Age and sex of population.—Of the total population of Delaware, 39,807 persons were from 5 to 17 years old, (inclusive;) of these 20,185 were males and 19,622 females; 92,586 persons were 10 years old and over, and of these 46,274 were males, and 46,312 females.

Occupations.—Forty thousand three hundred and thirteen persons of these ages (34,306 males and 6,007 females) were engaged in various occupations; 15,907 males and 66 females (15,973 persons) were engaged in agricultural pursuits; 11,389 persons (6,615 males and 4,774 females) in professional and personal services; 3,347 males and 90 females in trade and transportation; and 9,514 persons (8,437 males and 1,077 females) in manufactures and mechanical and mining industries.

Age and sex of working population.—Of these 40,313 employed persons (2,181 males and 1,231 females) a total of 3,412 were between the ages of 16 and 59, inclusive, and 2,575 persons (2,323 males and 252 females) were 60 years old and over.

FLORIDA.

[From report of Hon. Charles Beecher, State superintendent of public instruction, for the year ended September 30, 1871.]

PROGRESS OF FREE SCHOOLS.

The year between September 30, 1870, and October 1, 1871, may be described as, on the whole, a year of progress, in spite of checks and hinderances. The system of free schools on its adoption the previous year appeared, in the language of Mr. Chase, then superintendent, "to have reconciled, for the first time in the history of the educational legislation of the South, the extreme views of conflicting parties and interests."

PRESENT OUTLOOK OF THE SYSTEM.

Instead of fifteen counties that failed the year previous to levy a school tax, we have to report but four. Instead of thirteen counties wanting organized boards of public instruction, we have only one. Instead of eleven counties wanting superintendents, all but two are now supplied. Instead of 250 schools, with 7,500 pupils, we report 331 schools, with 14,000 pupils. Such an advance would be creditable in a year when circumstances were favorable; much more, occurring in a year when such serious causes of hinderance existed.

The conduct of the people of the State in regard to taxation for schools has been praiseworthy. Although the law limited the rate of taxation to one mill, several counties assessed a tax of one and a half mills, and the people paid cheerfully. Although the subject of taxation has been misunderstood, though financial embarrassment, losses, and impoverishment have weighed heavily upon the community, yet there appears to have been a willingness on the part of the people, with comparatively few exceptions, to be taxed for the support of schools. The returns from the several counties are incomplete.

SCHOOL TAXATION AND REVENUE.

The amount collected is shown to be about 82½ per cent. of the amount assessed. Allowing the same rate of loss in collecting the State tax of one mill, or 17½ per cent., we have $28,516.43 as the approximate amount. Adding this to the amount raised by the counties, we have a total of $70,284.07 raised by taxation for the support of schools. In addition to this, much has been done to aid the work by private contributions among the patrons, of which our reports are very meager. In eight counties the sum of $8,777 has been thus given, over and above the taxation—either in land, rents, board of teachers, or money.

SCHOOL POPULATION AND ATTENDANCE.

The whole number of youth in the State between the ages of 4 and 21 is 62,869. The number enrolled in schools is 14,000. Four-fifths, nearly, of those between 4 and 21 remain as yet unreached by the system. In a State like Florida, however, the proper school age would be between 5 and 17. On this basis the proportion enrolled in schools would probably be much greater, and considering the newness of the system, the sparseness of the population, and the limited means at our disposal, it is encouraging to have already reached with the benefits of education one-fifth of the children of the State. At the same time the spectacle of four-fifths of the youth of the State growing up in ignorance should spur us on to greater efforts, and demonstrate to all the absolute necessity of providing for the payment by the State of the interest on the school-fund.

LENGTH OF SCHOOL—TEACHERS' SALARIES.

The average duration of schools has been four and two-thirds months. The average salary of teachers, $30 per month.

SEMINARIES.

It would be pleasant to speak of the prosperous condition of the schools now in operation, especially of the East and West Florida seminaries, now so ably conducted by experienced instructors, and numerously attended. We are compelled, however, to

defer these until our next report. The attention of the legislature is called to the fact that the seminary at Tallahassee is now under the care of the Leon County board of public instruction, while the other, at Gainesville, is independent of the State system.

It is also to be stated that when the West Florida seminary closed, previous to placing itself under the county board of public instruction, the trustees were unable, from causes beyond their control, to pay the instructors' salaries. Much inconvenience and suffering have been the result, to a corps of teachers of high character, who had faithfully discharged the duties assigned them. It is recommended that an appropriation be made to pay these claims in full.

SCHOOL LAW, WITH PROPOSED AMENDMENTS.

The school law, as a whole, has worked well, and has commended itself increasingly to the confidence of the people. A few slight amendments have been suggested as desirable to obviate defects and perfect the system.

1. It is recommended that county boards of public instruction be limited to three members. Thus their efficiency will be increased and expense diminished. 2. It is recommended that the census of youth be taken by the superintendent of schools once in five years. This will fall in with the regular duties of the superintendent, leading him to a more thorough visitation of the county, and will diminish the expense, while giving more reliable results. 3. It is recommended that the clerk of the court be required to report quarterly all fines to the superintendent of schools, and in case of neglect or refusal, be made to pay a fine equal to the whole amount.

TEXT-BOOKS.

Great difficulty has arisen from the want of a uniformity in the text-books used. The regulations provided for the use of a graded series of text-books, but the trouble has been that many families were too poor to provide their children with suitable books. The consequence has been that the pupils bring to school a most miscellaneous collection. There is no uniformity observable in the use of any work, except perhaps Webster's Elementary Spelling-Book. The question arises whether, in this condition of affairs, it is not incumbent upon the State to furnish the text-books for the use of pupils in need of such aid, leaving those who desire to do so to furnish their own books.

The following additional facts are from the report of the Hon. Charles Beecher, superintendent of public instruction, for the year ended September 30, 1872:

INCREASING INTEREST IN SCHOOLS.

"During the past year many circumstances have existed unfavorable to the progress of education. The failure of the crops, the imperfect collection of revenue, the inadequacy of legislative appropriations, the excitement of the presidential and State elections, with other causes which need not be mentioned, have tended in some degree to embarrass the efforts of the friends of common schools.

"It is an evidence of the inherent vitality of the system, and of the increasing hold it is gaining upon the popular mind, that, in spite of these obstacles, a manifest advance has been made, both in the number of schools, the aggregate of pupils, and in the number and qualifications of the teachers employed.

SCHOOLS AND ATTENDANCE.

"In my last report, the whole number of schools in the State was given at 331. The establishment of 113 additional schools raises this number to 444, an increase of more than one-third. The aggregate of pupils has also increased from 14,000 to 16,258. The ratio of pupils enrolled in the common schools last year was about one-fifth of the youth between 4 and 21. This year it is over one-fourth. If it is saddening to reflect that three-fourths of the youth of the State are yet unreached by the educational system, it is surely encouraging to know that the ratio is so rapidly changing. A similar rate of increase, could it be secured, would in less than twenty years enroll every child in the State in the public schools.

SCHOOL-FUNDS.

"The interest on the common-school fund apportioned among the several counties the past year amounted to $15,784.53. It is impossible to say what the warrants for this amount have realized. If 60 cents on the dollar be taken as the probable average value, the amount would be $9,470.80. From the extremely defective character of the returns, it is impossible to state with precision the amount raised by taxation in the

several counties. Including the one mill constitutional tax the amount may be estimated at about $75,000 00
Add to this private contributions, about 10,000 00
Received from the Peabody fund 7,350 00
Interest on school-fund 9,470 80

And the total amount is 101,820 80

"This divided among all the children of the State is at the rate of $1.64 per head.

AID FROM THE PEABODY FUND.

"The aid derived from the Peabody fund is of peculiar value, because it is so distributed as to sustain schools for about ten months in places where they become models of what good schools ought to be. The following is a list of places so benefited:

Saint Augustine	$1,300
Tallahassee	1,000
Gainesville	1,000
Key West	1,000
Monticello	700
Pensacola	600
Lake City	500
Tampa	450
Quincy	300
Ocala	300
Appalachicola	200
	7,350

STATE AGRICULTURAL COLLEGE.

"On the 20th day of March, 1872, in accordance with the law establishing the Florida State Agricultural College, approved February 17, 1872, Hon. Charles Beecher, Hon. J. T. Walls, Hon. W. D. Bloxham, Hon. Robert Meacham, Hon. John Varnum, and J. S. Adams, of the corporators named in said act and constituting a majority thereof, assembled in the office of the superintendent of public instruction, in the capitol, at Tallahassee, and perfected the organization of said corporation by electing officers as follows:

"Hon. Charles Beecher was chosen president, Hon. W. D. Bloxham was chosen vice-president, J. S. Adams was chosen secretary and treasurer, and J. S. Adams, John Varnum, Robert Meacham, J. T. Walls, and Peter Knowles were chosen to serve as an executive committee."

EAST FLORIDA STATE SEMINARY.

This seminary comprises three departments—primary, preparatory, and collegiate. Tuition in all the departments is free. The male department is arranged with a view of giving young men a practical education, and preparing them to enter the freshman, sophomore, or junior class in any college or university.

PEABODY FUND.

The sixth report of the agent of the fund contains the following with regard to Florida: "The public-school system of this State, during the three years of its history, has had unusual difficulties to contend with. The simple fact that it survives these hinderances, and even makes steady advances, is in itself a proof of its excellence as well as vitality. The number of pupils is nearly twice as many as it was the previous year. The number of counties which failed to levy a school tax is only four, whereas it was fifteen the year before. Some counties taxed themselves two or three times as much as the law required, yet there was no complaint. The total amount of taxes actually collected was a little over $70,000. Besides this, about $60,000 interest on the school-fund have been nominally distributed to the counties, but it was in the State bonds, which are worth only 33 cents on the dollar.

"*Attendance.*—The number of children of school age is 67,869, of whom a little more than one-fifth are enrolled in the public schools. The average length of these schools, 331 in number, is 4⅔ months.

"*Expenditures.*—During the past year something over $7,000 was expended from the fund in aiding the schools of twelve cities and towns."

The superintendent of Key West writes: "The schools have done much toward eradicating the prejudice formerly existing among the better classes against the system of free schools."

WASHINGTON COUNTY.

A letter from W. Lumpkin Raly, of Vernon, Washington County, contains the following statements in regard to education in that county:

"The board of public instruction for this county was organized in July, 1869, and a county superintendent was appointed by the governor. This officer traveled over the county and reported sixteen sites where schools could be located. The board then attempted to start schools under the direction of Mr. C. T. Chase, then State superintendent. It however proved impracticable, until the board of county commissioners announced that they would raise money to pay one-half the tuition for the first three months, leaving the patrons to pay the other half. The next impediment was a want of teachers, (something yet needed.) About half the schools in the county started under these auspices.

"No public money was received for distribution during the next year—1870—and the course of the schools dragged heavily on. Mr. Chase died, and public schools began to be spoken of as a farce. Only two or three schools were kept up in this county, and they by the patrons alone.

"In the spring of 1871, after the Rev. Charles Beecher entered upon the duties of his office as State superintendent, the board again met, new inducements and reasons for encouragement were held out, and the educational interests of the county assumed a new aspect.

"Up to the time at which this account commences, there had never been anything meriting the name of academy or normal school. The schools were kept in small cabins, out-houses, and sometimes in dwellings, by itinerant teachers, who scarcely ever professed to teach anything higher than Webster's spelling-book, and arithmetic as far as compound numbers. In 1869 the first frame school-house in Washington County was built, near Vernon, the county seat, and another at the village of Orange Hill. In these schools arithmetic, geography, and kindred branches are taught. Two academies are now in process of erection. Several young men, natives of the county, who have obtained an education in neighboring counties, expect to teach in the schools of our county."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Florida was the thirty-third State in population, having 187,748 inhabitants within an area of 59,268 square miles, an average of 3.17 persons to the square mile. This population consisted of 96,057 whites, 91,689 colored, and 2 Indians. Of these, 182,781 were natives and 4,967 were foreign-born. Of the native residents of the State, 52,594 whites, 56,960 colored and Indians were born within its borders; while of the foreign residents 597 were born in Germany, 399 in England, and 737 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 12,778 persons attended school, and of these 21 were foreign-born. The white male scholars numbered 4,195, and the females 4,059—total, 8,254. The colored male scholars numbered 2,241, and the females 2,283—total, 4,524.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 71,803, of whom 568 were foreign-born.

Age, sex, and race of illiterates.—Of the 18,904 white illiterates reported, 5,083 (2,691 males and 2,392 females) were from 10 to 15 years old; 4,345 (2,146 males and 2,199 females) were from 15 to 21 years of age; and 9,476 (3,876 males and 5,600 females) were 21 years old and over. Of the 52,894 colored illiterates reported, 7,703 (4,190 males and 3,513 females) were from 10 to 15 years old; 10,333 (4,957 males and 5,376 females) were from 15 to 21 years of age; and 34,858 (16,806 males and 18,052 females) were 21 years old and over. Five male Indian illiterates, 21 years old and over, were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 377, having 482 teachers, (254 males and 228 females,) and a total of 14,670 pupils, 6,788 being males and 7,882 females.

Amount and source of educational income.—The total income of all the educational institutions was $154,569, of which $6,750 were derived from endowment, $73,642 from taxation and public funds, and $74,177 from tuition and other sources.

Public schools.—The 226 public schools throughout the State, with 265 teachers, (169 males and 96 females,) possessed an income of $76,389, for the education of their 10,132 pupils, (4,674 males and 5,458 females,) and of this income $4,000 were derived from endowment, $61,552 from taxation and public funds, and $10,837 from tuition and other sources.

Academies.—The 10 academies reported, with 32 teachers (16 male and 16 female) and 580 pupils, (318 males and 262 females,) had a total income of $11,005, of which $2,100 were derived from endowment, $4,870 from taxation and public funds, and $4,035 from tuition and other sources.

Private schools.—The 135 private day and boarding-schools, with 167 teachers (67 males and 100 females) and 3,493 pupils, (1,633 males and 1,860 females,) had a total income of $61,015, of which $7,220 were derived from taxation and public funds, and $53,795 from tuition and other sources.

Libraries.—There were reported 75 public libraries, with 25,374 volumes; also 178 private libraries, with 87,554 volumes, making a total of 253 libraries, containing 112,928 volumes.

The press.—The 23 periodicals issued had an aggregate circulation of 10,545 copies, with an aggregate annual issue of 649,220 copies.

Churches.—Of the 420 church organizations, 390 had edifices, with 78,920 sittings, and the church property was valued at $426,520.

Pauperism.—One hundred and forty-seven paupers were reported, of whom 80 were native whites, 62 native colored, and 5 foreigners.

Crime.—Of 179 persons in prison June 1, 1870, 20 were native whites, 156 native colored, and 3 foreigners; 335 persons were convicted during the year.

Age and sex of population.—Of the total population of the State, 63,897 persons were from 15 to 18 years of age, and of these 32,873 were males and 31,024 females; 131,119 were 10 years old and upward, and of these 65,673 were males and 65,446 were females.

Occupations.—There were 60,703 persons of these ages engaged in various occupations, and of these 50,877 were males and 9,826 females; 42,492 persons were engaged in agricultural pursuits, and of this number 36,944 were males and 5,548 females; 10,897 were engaged in professional and personal services, 6,892 males and 4,005 females; 3,023 were engaged in trade and transportation, 3,016 male and 7 females; 4,291 were engaged in manufactures and mechanical and mining industries, of whom 4,025 were males and 266 females.

Age and sex of working population.—Of these 60,703 employed persons, 4,107 males and 1,100 females (5,207 in all) were from 10 to 15 years old; 44,262 males and 8,450 females (52,712 in all) were from 16 to 59 years old; and 2,508 males and 276 females (2,784 in all) were 60 years old and over.

SCHOOL OFFICIALS.

Hon. CHARLES BEECHER, *State superintendent of schools, Tallahassee.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office address.	County.	Superintendent.	Post-office address.
Alachua	S. F. Halliday	Gainesville.	Levy	W. A. Shands	Bronson.
Baker	J. W. Howell	Sanderson.	Liberty	Niel Black, jr	Blue Creek.
Bradford	J. R. Richard	Providence.	Madison	D. Eagan	Madison.
Brevard	James Paine, sr	Indian River.	Manatee	John F. Bartholf	Manatee.
Calhoun	H. J. Yearty	Abe's Springs.	Marion	H. W. Locke	Ocala.
Clay	O. Buddington	Green Cove.	Monroe	James W. Locke	Key West.
Columbia	A. H. Hutchingson	Lake City.	Nassau	J. C. Emerson	Fernandina.
Dade	Octavius Aimar	Miami.	Orange	N. W. Prince	Orlando.
Duval	W. H. Christy	Jacksonvile.	Polk	W. B. Varn	Bartow.
Escambia	A. J. Pickard	Pensacola.	Putnam	E. R. Chadwick	Pilatka.
Franklin	F. B. Wakefield	Apalachicola.	Santa Rosa	O. Bronson	St. Augustine.
Gadsden	Samuel Galloway	Quincy.	Saint John's	James A. Chaflin	Milton.
Hamilton	Samuel McInnis	White Spring.	Sumter	A. P. Roberts	Leesburgh.
Hernando	T. S. Corgler	Brooksville.	Suwannee	M. M. Blackburn	Live Oak.
Hillsborough	W. F. White	Tampa.	Taylor	J. H. Wentworth	Shady Grove.
Holmes	W. W. Brown	Cerro Gordo.	Volusia	C. H. Spencer	Port Orange.
Jackson	D. L. McKinnon	Marianna.	Wakulla	J. S. Moring	Crawfordsville.
Jefferson	R. C. Loveridge	Monticello.	Walton	Duncan G. McLeod	Uchee Anna.
La Fayette	W. D. Sears	New Troy.	Washington	Thomas Hannah	Vernon.
Leon	J. Anderson	Tallahassee.			

GEORGIA.

[From the report of the State school commissioner, Hon. Gustavus J. Orr, made July 17, 1872.]

CONDITION OF EDUCATION.

The commissioner says: "The utter lack of school-funds and that provision of the school law, passed at the last session, which postpones the decision of the question of local taxation till the fall term of the respective superior courts, have prevented the inauguration of schools very generally throughout the entire State."

SCHOOL LAW.

The commissioner, after a statement of the condition of the school finances of the State, proceeds to consider the defects of the present school law. Some of the changes in the school-law recommended by the commissioner are as follows: "Let a new section be prepared, giving to the county board of each county the power to authorize the levy of a tax upon the property of the county, for the support of primary schools, that is schools in which there shall be taught the following branches of learning: spelling, reading, writing, English grammar, arithmetic, and geography, and making it their duty to authorize the levy of said tax, whenever they are satisfied, by having submitted the question to a popular vote, or in any other way, that the people of the county desire the tax to be levied.

"For supporting a system of graded schools ranging from the primary to the classical and mathematical high school in any sub-district of a county, let the same board have the right of authorizing the levy of a tax upon the property of the sub-districts, to be exercised when satisfied, by the same means as has already been suggested in the case of the primary schools, that it is the wish of the people of the sub-districts. And when pupils residing without the limits of the sub-district may attend such a school let them be required to pay such rates of tuition as may be fixed by the county board.

"This provision will fully meet the wants of the villages and larger towns, and render special legislation unnecessary, except in the case of the large cities.

"Let the same section provide also for the building of school-houses, giving the county board authority to have them built, either by the voluntary labor of the citizens of the sub-district to be served, or by a tax on the property of the sub-district.

"And when the latter method is adopted, let the law provide that any tax-payer may work out the amount of his tax, if he desires to do so, at such rates of compensation for his labor and under such supervision as the county board may prescribe.

"As indicated in the foregoing recommendation, I am firmly persuaded that to make our public-school system successful, it must be mainly sustained by local taxation, levied by the voluntary action of the people.

A GENERAL PUBLIC-SCHOOL SYSTEM.

"I think it our true policy to make the public-school system as general as possible throughout the State, and am not inclined to recommend anything that would militate against that policy. If the general assembly should think that there are localities in the State where it is altogether impracticable to establish public schools, it would perhaps be advisable to give the county board the power to levy a tax in such counties for the education of the indigent; to decide, from the best sources at their command, who shall be the beneficiaries of this fund, and to fix the compensation which the teachers shall receive for their services. It would also be well to require private teachers in such cases to stand the same examination and have their accounts accredited in the same manner as the law prescribes in the case of the teachers of the public schools before they shall be entitled to receive compensation for their services.

PREJUDICES TO BE REMOVED.

"I know that there are prejudices in the minds of many of the people of our State against the public-school system. Yet I feel confident, if the general assembly will frame and adopt a new law, retaining whatever is good in the old, and incorporating the improvements herein suggested, that we shall be able gradually to introduce and establish a system which will be found practicable and adapted to the condition of our people. Organization, supervision, and the advantage arising from grading pupils, will make the public schools so much better and cheaper than any system of private schools can be, that they will assuredly, by their intrinsic merits, work their own way to successful establishment, if we can only have the patience to give them a fair trial.

Objections have been made, and will still be made, on the ground of the taxation necessary to sustain the system; but when men are brought to understand that in the great increase in the value of property in all communities where good schools are established; in the diminution of crime, and the consequent lessening of the cost of providing the appliances for its punishment and suppression; in the increased security of the rights of property wherever intelligence is generally diffused; in the vastly increased productiveness of every kind of labor, resulting from educated skill in the laborer, and in the stability and perpetuity of political institutions resting upon the basis of virtue and intelligence in the people, the property-holder is interested, and in exact proportion to the amount of property owned, these objections will cease to be raised."

PEABODY FUND.

Of this State the agent of the fund writes as follows: "The school laws have been modified the present year, but they are still imperfect. A competent judge said in a letter written soon after the change was made: 'Our legislators were much behind the general sentiment of our people on the subject. But we shall have a good law and good schools soon.' The commissioner, in an official paper issued April 17, 1872, represents the school fund as in a very unsatisfactory state. Of the $327,000 which had been paid into the treasury October 1, 1871, $242,000 were diverted from the legitimate object. The policy of incurring a debt of more than $300,000 to establish schools was adopted. 'The counties,' he says, 'may rest assured that there is no hope of aid in school operations the present year from the State.'

"We reported last year that the public schools of Savannah had become self-supporting. We can now say the same of Columbus. Such examples show that the Peabody fund does not tend to perpetuate the want which it seeks to relieve. The schools of Atlanta, Augusta, and Brunswick have been assisted with $5,600; the sum of $800 has been given to the colored normal school at Atlanta; and two districts have received $300 each; making $7,000 in all."

PUBLIC SCHOOLS OF LINCOLN COUNTY.

The first impression of public opinion in this county was decidedly favorable to the cause of public education. But when it was discovered that the State only proposed to maintain the schools three months in the year, with the probability of not being able to do even that, many were disposed to deprecate the meager allowance and to treat the whole system with contempt. A change, favorable to the system, is taking place among the people in reference to taxation by the county, and the county board has recently levied a tax of 50 per cent. on the State tax.

The first and most important reform needed is good and comfortable school-houses, which are wanted in nearly all the districts. The difficulty of procuring sufficient competent teachers will be for some time an impediment to the success of the system, and this fact should urge the legislature to establish one or more normal schools in the State. The necessity and obligation of extending the means of education to the black race are beginning to be very generally appreciated, and in most of the districts the trustees are preparing to open schools for their benefit.

WESLEYAN FEMALE COLLEGE.

This institution was formerly known as the Georgia Female College. In 1844, under a reorganization, the name was changed to Wesleyan Female College. The whole number of graduates since organization is 912.

GREENESBOROUGH FEMALE COLLEGE.

The course of instruction includes four departments—primary, preparatory, academic, and collegiate. Young ladies not desiring to graduate may pursue an eclectic course.

LE VERT COLLEGE.

Le Vert Female College has been in successful operation since 1856. It is endowed with authority to confer degrees, and possesses all the rights and privileges of the most favored female institutions.

SOUTHERN FEMALE COLLEGE.

This is one of the oldest institutions of its class in the South. There have been 250 graduates since the first organization. The college buildings were destroyed by fire in 1863, but the organization of the college was kept up, notwithstanding serious embarrassments, till 1871, when the present college edifice was erected. This institution is conducted as a private enterprise.

MOORE'S ATLANTA ACTUAL BUSINESS COLLEGE.

The object of this institution is to qualify young men for the duties of actual business life. The time required for the complete business course is from eight to sixteen weeks.

GEORGIA INSTITUTION FOR THE DEAF AND DUMB.

The progress of the pupils is highly satisfactory, and the institution is in a flourishing condition. Limit of age of pupils, 7 to 27. Time allowed for course of instruction, six years. It is recommended that where pupils display special ability, they be allowed an additional course of four years.

ATLANTA MEDICAL COLLEGE.

The trustees and faculty announce that this institution enters upon its fourteenth annual session under the most flattering auspices, and its success and permanency are now assured. Under the provision of a law of the State, by which a donation was made toward the building and apparatus of the college, one student from each congressional district of the State is admitted free of charge for professors' tickets. The faculty has determined to extend this gratuity to one additional young man from each congressional district of Georgia, and to one from each congressional district of other States.

SAVANNAH MEDICAL COLLEGE.

The charter of this college is most ample in its provisions, and will confer on its graduates every privilege which any institution is capable of granting.

MEDICAL COLLEGE OF GEORGIA.

The trustees and faculty, in announcing the commencement of the forty-first session of the college, refer with pride to the high status attained by the class of last session. There has been a large annual increase in the number of students since the war. The college museum is one of the most extensive and valuable in the United States.

EMORY COLLEGE.

Emory College is the joint property of the North Georgia, South Georgia, and Florida conferences of the Methodist Episcopal Church South. While it is Methodist in its organization, it is not exclusive or sectarian. The interest of the Williams fund of $5,000 will be used in paying the tuition of young men of limited means who are preparing for the Christian ministry.

UNIVERSITY OF GEORGIA.

This university has four departments—preparatory, academic, State college department, (embracing agriculture, engineering, and chemistry,) and the law department. The preparatory department, organized as the university high school, is designed for the purpose of training the younger pupils for the academic department of the university. A professorship in the school of agriculture has been endowed by Dr. Terrell, of Georgia. Feeling that the great interest now pervading the public mind on the subject of an improved agriculture calls for special efforts in this department of the university, the trustees have adopted such measures as seem calculated to meet the public wants. Agreeably to the terms of the Terrell endowment, these lectures will be free to the public. It is proposed to establish, in connection with the State college of agriculture and the mechanic arts, which constitutes a part of the University of Georgia, an industrial museum, representing as far as possible all industrial interests. Young men of limited means, to the number of 50 annually, are admitted without payment of tuition fees. As a remuneration to the State they will be expected to engage in teaching in some school in the State for a term of years equal to the time they may have enjoyed the advantages of the university.

ADDRESS BEFORE THE UNIVERSITY OF GEORGIA.

The annual address before the Demosthenian and Phi-Kappa literary societies of the University of Georgia was delivered by Emory Speer, esq., who presented in a most able and convincing manner "The duty of the State to educate the People."

To the inquiry, "Should the State educate the people?" he replies: "To deny this is to mistake the very object for which government was designed. What is the object of

the social bond? Protection to life, liberty, and property; organized encouragement to morality and virtue. Does ignorance further these objects? If not, then surely government, the constituted guardian of society, should wage an eternal warfare with ignorance.

EDUCATION VERSUS CRIME.

"The State should educate the people as a preventive of crime. The statistics of all countries show that the majority of criminals are entirely uneducated. Those countries where there is the least education among the masses show the greatest degree of crime; and in proportion as the people are educated they are free from crime. Sin invariably follows ignorance, while thrift and morality are the inseparable companions of intelligence.

INTELLIGENT PRODUCTIVE POWER.

"The State should educate the people, to increase its agricultural and mechanical productive power. The increase of productive power is a problem of the most gigantic importance. An intelligent man can do more work than an ignorant man. Intelligent minds are more inventive than ignorant minds. Increase intelligence and you multiply inventions. Almost every industrial pursuit is now dependent upon science. If government will diffuse knowledge among the people, it pours into their laps a cornucopia of substantial blessings.

EDUCATION THE PRESERVATIVE OF LIBERTY.

"The State should educate the people, that they may preserve inviolate the holy rights of civil liberty. The necessity of popular education to destroy the despotism of ignorance is nowhere so manifest as in that State where the people enjoy what are called free institutions, based upon the right of universal suffrage. Intelligence and virtue are, of all things, the most indispensable to the success of republican forms of government, and since education is the only universal means of imparting these, the necessity of general education will be admitted. The admission is very well, but it amounts to nothing if it gives birth to no action in the cause of education.

INTELLIGENT JURIES.

"The State should educate the people, to preserve that ancient bulwark of personal right and freedom—trial by jury. Lord Brougham tells us government itself depends upon twelve good men in a box. It is an inherent right of the citizen to be tried by his peers. Let the law, then, make all men peers in the noble aristocracy of intellect, and we will hear no more of ignorant juries and unfair trials.

EDUCATION IN GEORGIA.

"What has Georgia done for the cause of education? The State has attempted great things, but has accomplished very little. Systems of public instruction have incumbered our statute-books. They have been abandoned and forgotten. Appropriations have been made for educational purposes, and county officials have not thought enough of the cause to apply to the treasury for the county funds. In 1849, a law existed giving $20,000 to be divided among the several counties of the State, to establish schools for poor children. Thirty-two counties failed to make any return of their poor children, thereby voluntarily relinquishing their claims on the State.

COMPARATIVE ILLITERACY.

"The Bureau of Education has published a map showing the comparative degrees of illiteracy in the States of the American Union. On this map the State of Georgia presents a very somber appearance. In 1850, 20 per cent. of the white adult population were unable to read and write. In 1860 the population had increased, and the illiterates were reduced to about 18 per cent. The State has, at times, appropriated sums of money to this cause; but the smallness of the appropriations and the indifference of the people have hitherto confounded the designs and abashed the hopes of the friends of education, and we have had no systems of common schools. The school law is now in the hands of the legislature for revision, and we, with justice, may hope that the time will soon come when every child in Georgia will enjoy the priceless boon of free education.

THE RULE OF IGNORANCE.

"The University of Georgia furnishes an example of the disastrous results of the government of ignorance. In the year 1784, the revolutionary statesmen and soldiers of Georgia set apart 40,000 acres of land as a permanent endowment to this university, and declared that these lands should never be appropriated to any other purpose whatever. In 1795, the college was chartered. In 1798, the constitution of the State made it the imperative duty of the legislature to provide for the permanent endowment of the university and for the permanent security of its funds. These duties have never been performed, and the university to-day only receives from the State the interest on certain funds loaned to the State by the college. In 1815, the legislature sold the college lands for $150,000. They took $50,000 of this to reimburse themselves for their advances to the college. The remaining $100,000 were invested in bank stock, which the legislature took and bound themselves to pay the interest to the university. This has been done. Had the lands remained in possession of the university, the chances are that she now would have rejoiced in an endowment of $1,000,000. Is this the liberality toward the cause of education which our fathers intended? Yet this is the 'Empire State' of the South.

THE POWER OF EDUCATION.

"Listen to the words of an illustrious son of Georgia, the Hon. Herschel V. Johnson: 'Education is the friend of the State. It will elevate the people. It will diminish crime and the expense of executing the law. It will dignify and open new channels for capital. It will disinter the mineral wealth of the State, and add millions to the productions of agriculture. Away, then, with that narrow stinginess which begrudges a dollar to such a cause, while it is often wasteful of thousands upon objects that possess little or no merit.'"

ATLANTA.

INAUGURATION OF THE PUBLIC-SCHOOL SYSTEM.

An act passed the legislature of Georgia September 30, 1870, empowering the mayor and council of the city of Atlanta to establish and maintain a system of public schools within said city, and to impose and collect the requisite taxes, and to issue and negotiate the requisite bonds, or otherwise employ the resources of the city to raise revenue for the establishment of the system of public schools.

In accordance with this act, an ordinance passed the council of the city of Atlanta November, 1870, by which the entire control of the whole system of public schools within the city was placed in charge of the board of education.

For providing the requisite school-houses, furniture, and apparatus, the sum of $100,000 in 7 per cent. bonds of the city was appropriated. Said bonds were made payable twenty years after the 1st of January, 1871, with interest payable semi-annually in January and July. Under the provisions of these acts, the board appointed B. Mallon, esq., superintendent, and on the 15th of November, 1871, he entered upon the duties of the office.

THE CHANGE TO THE PUBLIC-SCHOOL SYSTEM.

At this time there were in operation in the city thirty-five or forty private schools for white children, in which were taught, as nearly as can be ascertained, 1,200 scholars. These schools were all more or less ungraded, and wanting in proper buildings, and appliances, and supervision, and permanency of character. These continued till January, 1871, when, after an interval of one month, they were superseded by the public schools. The suddenness and completeness of the change from the voluntary schools of the past year to the public schools of the present are unprecedented in the history of the public-school movement in this country.

EXAMINATION OF TEACHERS.

The examination of applicants for the position of teacher in the public schools was held on the 6th and 7th of December. Eighty-three applicants—sixty-six ladies and seventeen gentlemen—were examined, and of these, twenty-three ladies and six gentlemen were elected. The applicants for the place of assistant teacher in the grammar schools were examined in grammar, arithmetic, geography, reading, spelling, writing, and the theory and practice of teaching. In addition to these subjects, applicants for the high schools and principals of grammar schools were examined in Latin, algebra, and geometry.

ESTABLISHMENT OF SCHOOLS.

Between January 31 and February 29 seven public schools were opened, viz, two high schools and five grammar schools for white children. On the 1st of February the board assumed charge of two colored schools, hitherto supported chiefly by, and under the control of, northern missionary societies. This made a total of nine schools under the control of the board. The schools were continuously in session, with the exception of a vacation of one week in May, until the last Friday in June.

NORMAL INSTITUTE.

A teachers' institute was held in the rooms since occupied by the girls' high school, commencing Monday, January 8, and continuing every day during the week. The morning sessions were devoted chiefly to the methods and principles of education and to direct instruction. During the evenings lectures and addresses were delivered by distinguished gentlemen.

This was the first teachers' institute ever held in Georgia. About fifty teachers were in regular attendance, besides many visitors.

NORMAL CLASS.

The weekly meetings of the teachers on Saturday mornings in the normal class, as it is called, have been kept up without interruption since the opening of the schools. All the subjects taught in the schools are discussed here, with special reference to the best method of teaching them. The influence of these meetings has been felt throughout the schools.

COURSE OF STUDY.

The course of study for every grade of school is clearly defined. The course in the grammar schools embraces reading, writing, spelling, arithmetic, grammar, geography, elementary physics, history of the United States and England, elementary drawing, and the reading of simple music.

In the boys' high school the course is: In mathematics, algebra, geometry, and arithmetic reviewed; in language, Latin, (usual preparatory course,) Greek, (optional,) and German; in science, physical geography, natural philosophy, chemistry, and astronomy; in English, rhetoric, composition, and English grammar reviewed.

In the girls' high school the course is similar to that in the boys' school, except that Greek is wholly omitted and French added—a choice being given to the scholars between French and German. The course is also considerably extended in the direction of English literature and literary criticism.

FUND.

The city council agree to furnish to the board of education $75,000 in cash, in place of the $100,000 of bonds which the legislature had authorized the city council to issue, for the purpose of building school-houses and inaugurating the public-school system. This amount has been expended, but has been insufficient to provide the school-houses immediately needed. A new grammar school and an additional school for colored children are wanted at once.

EFFECT OF PUBLIC SCHOOLS.

The establishment of the public schools has directly affected the interests of all classes of citizens, and it cannot be expected that all should be at once satisfied. It is essential to the highest success of the public schools that the entire community should be united in their support. Divided as the people are in social life, in politics, and in religion, we need just such a bond of union as the public schools will form and perpetuate. It is almost the only ground that can be made common to all classes.

SAVANNAH.

EDUCATIONAL LEGISLATION.

An act "to establish a permanent board of education for the city of Savannah, and to incorporate the same, and for other purposes," passed the legislature of Georgia, and was approved by the governor March 21, 1866. An amendment, extending all the rights and powers vested in this board to the county of Chatham, was assented to, December 18, 1866. The purpose for which the board is created is stated to be "to devise, establish, and modify from time to time a plan and system of education for white children between the ages of six and eighteen years."

The Catholic schools were also placed under the supervision and charge of this board

COURSE OF STUDY.

The course of study or the city schools is liberal, embracing (for the common schools) geography, reading, spelling, writing, arithmetic, English grammar, and history; to which are added in the high schools, Latin, Greek, physical geography, rhetoric, English literature, natural philosophy, chemistry, algebra, geometry, French, and German.

GROWTH.

At the inception of the school system, the board was fortunate in being able to avoid the great expense of erecting school-buildings. In the infancy of the work in Savannah, two buildings, constructed for educational purposes, were placed at the disposal of the board; subsequently, Chatham Academy, affording fourteen large rooms for schools, office for the meeting of the board, and comfortable quarters for the janitor, was again transferred to the board. When the Catholic schools were consolidated with the public, two large and well-appointed buildings came into the possession of the city. In the original construction of these buildings little attention was paid to ventilation, and this defect is now exciting the attention of the proper authorities.

HOME TEACHERS.

The board also congratulate themselves that they are independent of any foreign aid both as to modes and means of teaching. This is chiefly attributed to the fact that the changed condition of the southern people at the close of the war led many well-educated ladies in their midst to seek positions in the schools. A normal class has been sustained through the year, which has had the effect of increasing the efficiency of the teachers and inspiring them with zeal in their work.

WRITTEN EXAMINATIONS.

The experience of these schools has demonstrated the great importance of written examinations as a test of the true attainments of scholars. Such written examinations are made the basis upon which the diploma of graduation is awarded.

The annual public examinations afford parents an opportunity for showing their interest in the schools. The examinations for 1872 were largely attended; indeed, so great was the pressure at the closing exercises of the girls' high school that it was found necessary to adjourn to the theater.

OBSTACLES TO SUCCESS.

Irregularity in attendance, too frequent recurrence of holidays, and the want of that elevating influence which comes from excellence and elegance in the appurtenances of the school-room, are the chief hinderances to the perfection of the schools of Savannah.

COUNTRY SCHOOLS.

The schools in the country do not compare favorably with those of the city. They are retarded by the sparseness of the population and the distance of many children from the school-houses, the impossibility of gradation, the bad condition of the school-rooms, and the fact that the meager compensation of the teachers is made to depend upon the number of their scholars.

It is a matter of congratulation that for the last two years no aid has been needed from the Peabody fund.

COLORED CHILDREN.

The subject of schools for colored children in the city has long excited the interest of the board, but as the State has as yet contributed no funds to the county for educational purposes, the board has been utterly unable to accomplish anything in this direction.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Georgia was the twelfth State in population, having 1,184,109 inhabitants within an area of 58,000 square miles, an average of 20.42 to the square mile. This population consisted of 638,926 whites, 545,142 colored, 1 Chinese, and 40 Indian persons. Of these 1,172,982 were natives, and 11,127 were foreign-born. Of the native residents of the State, 539,577 whites, 494,364 colored, and 21 Indians were born within its limits, while, of the foreign residents, 2,761 were born in Germany, 1,088 in England, 5,093 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 77,493 persons attended school, and of those 143 were foreign-born. The white scholars numbered 67,142, of whom 33,796 were males, and 33,346 females. The colored scholars numbered 10,351, of whom 4,898 were males and 5,453 females.

Illiteracy.—The number of inhabitants of all races 10 years old and over unable to write, was 468,593, of whom 1,090 were foreign-born.

Age, sex, and race of illiterates.—Of the 124,939 white illiterates reported, 36,497 were from 10 to 15 years old, and of these 19,843 were males, and 16,654 were females; 26,012 were from 15 to 21 years of age, of whom 13,101 were males and 12,911 were females; 62,430 were 21 years old and upward, and of these 21,899 were males, and 40,531 were females. Of 343,637 colored illiterates reported, 64,617 were from 10 to 15 years old, and of these 33,364 were males, and 31,253 were females; 66,108 were from 15 to 21 years old, and of these 31,295 were males and 34,813 were females; 212,912 colored illiterates were 21 years old and over, and of these 100,551 were males and 112,361 females; 7 male and 10 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,880, having 2,432 teachers, of whom 1,517 were males, 915 were females, and a total of 66,150 pupils, of whom 32,775 were males, and 33,375 were females.

Amount and source of educational income.—The total income of all the educational institutions was $1,253,299, of which sum $66,560 were derived from endowments, $114,626 from taxation and public funds, and $1,072,113 from tuition and other sources.

Public schools.—The 24 6 public schools throughout the State, with their 327 teachers, 180 of whom were males and 147 were females, were attended by 11,150 pupils, 5,700 of whom were males, and 5,450 females. To educate these they possessed a total income of $175,844, of which sum $7,128 came from endowments, $59,293 from taxation and public funds, and $109,423 from tuition and other sources.

Colleges.—The 28 colleges reported, with their 133 teachers, of whom 77 were males and 56 were females, were attended by 2,593 students, of whom 973 were males and 1,620 were females. For the education of these students they possessed a total income of $148,866, of which sum $36,350 were came from endowment, $75 from taxation and public funds, and $112,441 from tuition and other sources.

Academies.—One hundred and twenty-three academies were reported, having 226 teachers, of whom 152 were males and 74 females; they were attended by 6,558 scholars, of whom 3,384 were males and 3,174 females. They possessed a total income of $161,301, of which $3,950 were derived from endowments, $14,648 from taxation and public funds, and $142,703 from tuition and other sources.

Private schools.—The 1,452 day and boarding schools had 1,670 teachers, of whom 1,060 were males, and 610 females; and 44,548 scholars, 21,965 being males and 22,583 females. They possessed a total income of $662,933, of which $9,630 were derived from endowment, $21,610 from taxation and public funds, and $631,639 from tuition and other sources.

Libraries.—There were 545 public libraries, containing 162,851 volumes; also, 1,190 private libraries, having 304,381 volumes; making a total of 1,735 libraries, containing 467,232 volumes.

The press.—The 110 periodicals issued had an aggregate circulation of 150,987 copies, with an aggregate annual issue of 15,539,724 copies.

Churches.—Of the 2,873 church organizations 2,698 had edifices with 801,148 sittings, and the church property was valued at $3,561,955.

Pauperism.—One thousand eight hundred and sixteen paupers were reported, of whom 1,270 were native whites, 507 native colored, and 39 foreigners.

Crime.—Of 737 persons in prison June 1, 1870, 126 were native whites, 597 native colored, and 14 foreigners; 1,775 persons having been convicted during the year.

Age and sex of population.—Of the total population of the State, 407,516 persons were from 5 to 18 years old, 206,026 being males and 201,490 females; 835,929 were 10 years old and upward, and of these 401,547 were males, and 434,382 females.

Occupations.—There were 444,678 persons of these ages engaged in various occupations, of whom 329,185 were males and 115,493 females; 336,145 persons were engaged in agricultural pursuits, of whom 262,152 were males and 73,993 females; 64,083 in professional and personal services, of whom 27,435 were males and 36,648 females; 17,410 in trade and transportation, of whom 17,336 were males, and 74 females; 27,040 in manufactures and mechanical and mining industries, of whom 22,262 were males and 4,778 females.

Age and sex of working population.—Of these 444,678 employed persons, 79,365 persons (53,524 males and 25,841 females) were from 10 to 15 years old; 339,182 were from 16 to 59 years old, of whom 253,458 were males and 85,724 females; 26,131 were 60 years old and over, of whom 22,203 were males and 3,928 females.

LIST OF SCHOOL OFFICIALS.

Hon. GUSTAVUS I. ORR, *State school commissioner.*

COUNTY SCHOOL COMMISSIONERS.

County.	Name.	Post-office.
Appling	E. M. Kennedy	Holmesville.
Baker	T. W. Fleming	Newton.
Baldwin	John Hammond	Milledgeville.
Banks	T. C. Chandler	Homer.
Bartow	R. C. Saxon	Cartersville.
Berrien	James F. Goodman	Nashville.
Bibb	W. D. Williams	Macon.
Brooks	Rev. C. D. Campbell	Quitman.
Bryan		
Bullock	Dr. George W. Sean	Statesborough.
Burke	A. A. H. Bell	Waynesborough.
Butts	E. E. Pound	Indian Springs.
Calhoun	J. J. Beck	Morgan.
Camden	J. M. Arnon	Saint Mary's.
Campbell	J. W. Beck	Fairburn.
Carroll	S. A. Brown	Bowdon.
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.
Clarke	Emory F. Anderson	Watkinsville.
Clay	J. C. Wells	Fort Gaines.
Clayton	Robert Logan	Jonesborough.
Clinch	H. D. O'Quin	Lawton.
Cobb	William F. Groves	Marietta.
Coffee		
Columbia	E. S. Florence	Saw Dust.
Colquitt	Dr. B. S. Watkins	Moultrie.
Coweta	R. E. Pitman	Sharpsburgh.
Crawford	J. W. Ellis	Knoxville.
Dade	J. T. Sells	Trenton.
Dawson	J. J. Bishop	Dawsonville.
Decatur	R. W. Davis	Bainbridge.
De Kalb	W. H. Striekland	Decatur.
Dodge	David M. Buchan	Eastman.
Dooly	O. P. Swearinger	Vienna.
Dougherty	L. E. Welch	Albany.
Douglas	John C. Bowden	Salt Spring.
Early	Joel W. Perry	Blakeley.
Echols	J. P. Prescott	Stantonville.
Effingham	Samuel S. Pitman	Springfield.
Elbert	H. J. Goss, jr	Elberton.
Emanuel	Josephus Camp	Swainsborough.
Fannin	J. D. McDoniell	Morganton.
Fayette	C. G. Fall	Leonia.
Floyd	M. A. Nevin	Rome.
Forsyth	Isaac S. Clement	Cumming.
Franklin	T. T. Dorough	Carensville.
Fulton	Jethro W. Manning	Atlanta.
Gilmer	N. L. Osborn	Ellijay.
Glascock	G. G. Hyman	Gibson.
Glynn	Dr. J. J. Harris	Brunswick.
Greene	John H. Seals	Greensborough.
Gordon	H. C. Hunt	Calhoun.
Guinnett	J. N. Glenn	Lawrenceville.
Habersham	Thomas J. Hughes	Clarksville.
Hall	Dr. H. S. Bradley	Gainesville.
Hancock	W. H. Bass	Devereaux.
Haralson	William J. Walton	Buchanan.
Harris	Joel T. Johnson	Hamilton.
Hart	Dr. C. A. Webb	Hartwell.
Heard	John J. Bledsor	Franklin.
Henry	Q. R. Nolan	McDonough.
Houston	T. J. Carter	Perry.
Irwin	William O. McRae	Irwinville.
Jackson	G. J. N. Wilson	Jefferson.
Jasper	—— Birner	Monticello.
Jefferson	Rev. David G. Philips	Louisville.
Johnson	James Hicks	Wrightsville.
Jones	D. W. Lester	Clinton.
Laurens	W. S. Ramsey	Dublin.
Lee	W. H. Baldy	Starkville.
Liberty	John B. Mallard	Walthourville.
Lincoln	C. R. Strother	Lincolnton.

County.	Name.	Post-office.
Lowndes	A. J. Bepent	Valdosta.
Lumpkin	B. F. Sitton	Dahlonega.
Macon	B. A. Hudson	Montezuma.
Madison	Thomas P. Cleveland	Pacli.
Marion	J. H. Dunham	Buena Vista.
McDuffie	T. M. Stud	Thompson.
McIntosh	S. W. Wilson	Darien.
Meriwether	William T. Revill	Greenville.
Miller	M. D. Johnson	Colquit.
Milton	Thomas L. Lewis	Alpharetta.
Mitchell	M. S. Poore	Camilla.
Monroe	E. M. Hooten	Forsyth.
Montgomery	G. M. T. McLeod	Mount Vernon.
Morgan	W. H. Corott	Madison.
Murray	S. H. Henry	Spring Place.
Muscogee	N. G. Oaties	Columbus.
Newton	Dr. H. T. Shaw	Oxford.
Oglethorpe	Thomas H. Dozier	Winterville.
Paulding	G. G. Denton	Dallas.
Pickens	A. P. Mullinax	Jasper.
Pierce	L H. Greenleaf	Blackshear.
Pike	A. P. Turner	Milner.
Polk	A. Huntington	Cedar Town.
Pulaski	John Laidler	Hawkinsville.
Putnam	W. W. Turner	Eatonton.
Quitman	Joel E. Smith	Hatcher's Station.
Rabun	F. A. Bleckley	Clayton.
Randolph	Thomas A. Colman	Cuthbert.
Richmond	Benjamin Neely	Augusta.
Rockdale	—— Summers	Conyers.
Schley	J. N. Hudson	Ellaville.
Scriven	W. L. Matthews	Ogeechee.
Spalding	H. E. Morson	Griffin.
Stewart	W. H. Harrison	Lumpkin.
Sumter	William A. Wilson	Americus.
Talbot	W. P. Warthen	Talbotton.
Taliaferro	Henry D. Smith	Crawfordville.
Tatnall	Dr. Robert F. Lester	Reidsville.
Taylor	A. M. Rhodes	Butler.
Telfair	Alex. McDuffie	McVille.
Terrell	L. M. Lennard	Dawson.
Thomas	W. F. Hubert	Thomasville.
Towns	W. R. McConnell	Hiawassee.
Troup	John E. Toole	La Grange.
Twiggs	A. E. Nash	Griswoldville.
Union	Edward D. Rogers	Blairsville.
Upson	J. C. McMichael	Thomaston.
Walker	D. C. Sutton	La Fayette.
Walton	G. A. Nunnally	Monroe.
Ware	Burrell Smot	Waresborough.
Warren	R. S. Morgan	Warrenton.
Washington	Dr. H. N. Hollifield	Sandersville.
Wayne	A. B. Purden	Scriven.
Webster	Rev. J. H. Cawood	Preston.
White	J. J. Methrin	Cleveland.
Wilcox	Stephen Bowen	Abbeville.
Wilkes	Rev. F. T. Simpson	Washington.
Wilkinson	F. Chambers	Irwinton.
Whitfield	W. C. Richardson	Dalton.
Worth	J. M. C. Holamon	Isabella.

ILLINOIS.

[From the ninth biennial report of Hon. Newton Bateman, State superintendent of public instruction—comprising the years 1871 and 1872.]

COMMON-SCHOOL FUNDS.

School fund proper, being 3 per cent. upon the net proceeds of the sales of the public lands in the State, one-sixth part excepted	$613,362 96
Surplus revenue, being a portion of the money received by the State from the General Government, under an act of Congress providing for the distribution of the surplus revenue of the United States, and, by act of legislature, made a part of the common-school fund	335,592 32
College fund, being one-sixth part of the 3 per cent. fund, devoted to the establishment and maintenance of a State college or university	156,613 32
Seminary fund, being the proceeds of the sales of the "seminary lands," originally donated to the State by the General Government for the founding and support of a State seminary	59,838 72
County funds, created by an act of the legislature, February 7, 1835, which provided that teachers should not receive from the public fund more than half the amount due them for services rendered the preceding year, and that the surplus should constitute the principal of a new fund, to be called the county school fund	348,285 75
Township funds, being the net proceeds of the sale of the sixteenth section in each congressional township of the State, the same having been donated to the State for common-school purposes, by act of Congress, in 1818	4,868,555 01
Total common-school funds of the State, September 30, 1872	6,382,248 08
Increase on total since 1870	225,185 68

FINANCIAL STATEMENT.

Receipts.

	1871.	1872.
Received from two-mill tax	$900,000 00	$900,000 00
Received from interest on school, college, and seminary funds	54,564 93	54,564 93
Received from *ad valorem* tax	4,895,396 92	5,292,942 65
Received from interest on township funds	420,218 36	528,811 47
Received from district bonds	917,541 29	294,332 90
Received from rents	58,602 14	.....
Received from sales of school property	16,131 17	11,207 86
Received from fines and forfeitures	10,733 02	12,946 06
Received from interest on district funds loaned	.....	82,352 37
Received from other sources	197,493 72	322,964 52
Total receipts	7,470,681 55	7,500,122 76

Expenditures.

	1871.	1872.
Salaries of male teachers	$2,073,666 94	$2,182,641 75
Salaries of female teachers	1,995,946 94	2,156,614 56
Total paid teachers	4,069,613 88	4,339,256 31
Sites, buildings, furniture, apparatus, &c	1,536,998 54	1,521,343 81
Fuel and incidental expenses	509,827 10	613,244 61
Miscellaneous expenses	1,036,847 89	1,007,044 51
Total expenses for school purposes	7,153,287 41	7,480,889 24

SCHOOL STATISTICS.

Attendance, &c.

Population, according to United States census of 1870	2,539,891
Estimated present population	3,000,000

Legal school age, 6–21.

	1871.	1872.
Number of white persons of school age	870,703	874,526
Number of colored persons of school age	7,714	8,167
Total scholastic population	878,417	882,693
Total in 1870		862,624
Increase		20,069
Number of male pupils enrolled	353,643	345,623
Number of female pupils enrolled	319,144	316,426
Total enrollment	672,787	662,049
Total enrollment in 1870		652,715
Increase		9,334
Average daily attendance	341,686	329,799
Average daily attendance in 1870		339,540
Decrease		9,741
Ratio of total enrollment to scholastic population	.766	.75
Ratio of average daily attendance to scholastic population	.388	.374
Ratio of average daily attendance to total enrollment	.508	.498
Average number of days' attendance for each pupil enrolled	74.5	75.3
Average number of pupils enrolled in each school	60	58

Cost per scholar.

	1871.	1872.
On school census	$5 21	$5 61
On enrollment	6 81	7 48
On average daily attendance	13 40	15 02

Teachers and teachers' pay.

	1871.	1872.
Number of male teachers	8,826	9,094
Number of female teachers	11,459	11,830
Whole number of teachers	20,285	20,924
Whole number of teachers in 1870		20,081
Increase		843

	1871.	1872.
Highest monthly pay of male teachers	$250 00	$250 00
Highest monthly pay of female teachers	120 00	120 00
Lowest monthly pay of male teachers	15 00	12 00
Lowest monthly pay of female teachers	8 50	9 50
Average monthly pay of male teachers	49 00	50 00
Average monthly pay of female teachers	37 00	39 00

Examination of teachers.

	1871.	1872.
Number of places where held	435	400
Number of examinations held during the year	3,663	3,681
Number of examinations held in 1870		2,729
Increase		952
Number of male applicants	8,548	10,045
Number of female applicants	10,875	12,202
Total number of applicants examined	19,423	22,247
Total number of applicants in 1870		17,233
Increase		5,014

Number of male applicants rejected	2,141	1,997
Number of female applicants rejected	2,974	2,869
Total number rejected	5,115	4,866

Certificates issued.

In 1871.	1st grade.	2d grade.	Total.
To gentlemen	1,414	5,164	6,578
To ladies	1,024	6,936	7,960
Total	2,438	12,100	14,538
In 1872.			
To gentlemen	1,810	6,361	8,171
To ladies	1,349	8,231	9,580
Total	3,159	14,592	17,751
Total for the two years	5,597	26,692	32,289

Examinations in the natural sciences up to October 1, 1872.

Number of teachers examined:	
Males	1,989
Females	1,984
	3,973
Number successful:	
Males	1,557
Females	1,557
	3,114
Number unsuccessful:	
Males	432
Females	427
	859
Number of provisional certificates issued:	
To males	1,018
To females	566
	1,584

The number of teachers who have successfully passed the examination in the elements of natural science since the preceding table was made up is very large. At the present rate of progress, 90 per cent. of all the teachers in the State will hold full certificates under the new law, by the opening of the schools in the autumn of the present year, 1873.

State teachers' certificates.

	1871.	1872.	Total.
Number issued to gentlemen	3	5	8
Number issued to ladies	....	1	1
Total	3	6	9

Teachers' institutes.

	1871.	1872.
Number of institutes held	119	160
Number held in 1870		119
Increase		41
Aggregate days' continuance	476	866
Aggregate in 1870		463
Increase		403

Average days' continuance	4	5.4
Average in 1870		3.9
Increase		1.5
Number of lecturers and instructors engaged	585	532
Number in 1870		515
Increase		17
Whole number of teachers attending	7,494	7,771
Whole number in 1870		5,868
Increase		1,903

Visits of county superintendents.

	1871.	1872.
Number of different schools visited	9,708	9,243
Number in 1870		8,360
Increase		883
Number visited more than once	2,365	2,250
Number in 1870		1,885
Increase		365
Number not visited at all	1,189	1,105
Number in 1870		2,026
Decrease		921
Number of days employed in visiting schools	9,237	8,378
Number in 1870		7,681
Increase		697
Average number of days spent in school visitation	91	84
Average number in 1870		75
Increase		9

School districts and schools.

	1871.	1872.
Number of school districts	11,112	11,231
Number in 1870		11,006
Increase		225
Number having school six months or more	10,538	10,767
Number in 1870		10,179
Increase		588
Number having school less than six months	356	275
Number in 1870		551
Decrease		276
Number having no school	218	189
Number in 1870		276
Decrease		87

Public schools.

	1871.	1872.
Number of public high schools	91	88
Number of public graded schools	651	611
Number of public ungraded schools	10,414	10,697
Whole number of free public schools	11,156	11,396
Whole number in 1870		11,011
Increase		385

Private schools.

	1871.	1872.
Number of private schools	460	436
Number in 1870		530
Decrease		94
Number of pupils in private schools	34,883	34,784
Number in 1870		41,001
Decrease		6,217

Duration of schools.

	1871.	1872.
Average number of months of schools sustained	6.7	6.9
Average number in 1870		6.7
Increase		.2
Number of districts having libraries	1,092	830
Number of volumes bought for same during year	3,647	2,351
Whole number of volumes in district libraries	51,133	54,286

Financial condition of districts.

	1871.	1872.
Number of districts having outstanding debts	3,617	2,621
Number in 1870		3,808
Decrease		1,187
Number of districts having surplus in hands of treasurer	6,512	6,963
Number in 1870		6,354
Increase		609

School-lands.

	1871.	1872.
Number of acres sold during the year	5,350	2,009
Number of acres remaining unsold	14,087	13,489
Net proceeds of sales	$89,624 86	$40,862 40

Township funds.

	1871.	1872.
Aggregate principal of township funds	$4,776,444 92	$4,868,555 01
Aggregate principal in 1870		4,643,644 52
Increase		224,910 49
Amount of same loaned	$4,707,239 31	$4,806,024 94
Amount of same loaned in 1870		4,583,086 86
Increase		222,938 08
Whole amount of interest received	$420,218 36	$528,811 47
Whole amount of interest received in 1870		381,102 93
Increase		147,708 54

School-houses.

	1871.	1872.
Number of school-houses built during the year	470	528
Total cost of the same	$758,564 69	$761,622 39
Average cost	1,613 97	1,442 46
Average cost in 1870	----------	1,517 65
Total number of school-houses	10,979	11,289
Total number in 1870	----------	10,773
Increase	----------	516
Total approximate value of school property	$18,373,882	$19,876,708
Total reported value in 1870	----------	16,859,300
Increase	----------	3,017,408

THE NEW SCHOOL LAW.

The twenty-seventh general assembly made more and greater changes in the school law than had been made by all preceding legislatures since the free-school system of the State was first established. One fact is worthy of notice—the changes were not made in a separate amendatory act, as had always previously been done, but incorporated with the respective sections of the old law, thus bringing the whole into one act. The convenience of this will be appreciated. The number of supplementary and amendatory acts had so increased as to make it difficult to keep them all in mind, and give to each its proper modifying effect, while reading the body of the law. Considerable perplexity and frequent errors of construction resulted. The new law is a codification of the common-school legislation of the State, complete and entire in itself. The changes in the law may be considered under two general heads: Modifications, or changes made in the provisions of the old law, and new provisions. The new law went into effect July 1, 1872.

MODIFICATIONS.

Apportionment of funds.—All the school funds are now distributed in proportion to the number of children under 21 years of age, and all children are included without distinction of race or color. Formerly, one-third of the school funds was apportioned on territorial area, and white children only were included in the basis of distribution.

Visitation of schools.—County superintendents, instead of being required to visit every school in their respective counties at least once a year, as heretofore, are to make such visitation only when so directed by the county board.

School elections.—The special requirements of voters on questions of raising money are removed, and any person having the qualifications of a voter at a general election may vote on all school questions. Elections of trustees and directors are to be held on Saturday instead of Monday. The object of this was to utilize the Western custom of making Saturday a sort of holiday, or half-holiday. It is believed that the change will, upon the whole, very much subserve the public convenience, and insure a larger attendance and a fuller vote at school-district elections, especially in the agricultural districts.

Tenure and residence of township treasurers.—These now hold their office for one year instead of two, and are required to be residents of their respective townships, which was not required by the old law.

Altering district boundaries.—Boards of trustees are deprived of all discretionary power in this matter, and obliged to make only such changes as a majority of the voters may desire.

Use of school-houses.—Boards of directors are authorized to grant the temporary use of school-houses for religious meetings and Sunday-schools, for evening-schools and literary societies, and for such other meetings as they may deem proper.

Custody of district funds.—The township treasurer is declared to be the only lawful depositary and custodian of all district school funds, as well as of all township funds, a point upon which the old law was not explicit.

District school tax.—Directors are not allowed to levy an annual tax of more than 2 per cent. for the support of schools during the period fixed by statute. The old law imposed no restriction, but authorized directors to levy whatever tax was found to be necessary.

District bonds.—The amount that may be borrowed on district bonds is limited to 5 per cent. of the taxable property of the district, including previous indebtedness.

Duration of schools.—As a condition of receiving a share of the public funds, every district must support a free school for at least five months in the year. The old law required six months. Heretofore directors could not extend schools by taxation beyond six months, without a vote of the district; the present law allows them to tax for a nine months' school, provided the rate does not exceed 2 per cent.

Payment of schedules.—The new law declares teachers' schedules to be payable monthly; and when not so paid, after having been duly certified and filed with the township treasurer, interest accrues at the rate of 10 per cent. per annum from date of filing till paid.

The school month.—This, it is provided, "shall comprise twenty-two school days, actually taught." This provision has caused great confusion throughout the State, with no apparent compensating advantages. Four weeks, of five days each, or twenty school days, should constitute the common-school month. A change in this provision of the law is urged on the general assembly.

Compensation of school-officers.—Under the old law county superintendents received 3 per cent. upon the amount of sales of school-lands, 2 per cent. upon the amount of all sums distributed, paid, or loaned out by them, and $5 a day for other official services actually rendered. Township treasurers received 2 per cent. upon all sums distributed, paid, or loaned out by them. The new law provides that county superintendents shall hereafter receive, in full for all services performed by them, such compensation as may be fixed by law; and that township treasurers shall receive, in full for their services, a compensation to be fixed, prior to their appointment, by the board of trustees.

There are several other modifications of minor details.

NEW PROVISIONS.

In addition to the foregoing modifications of the old law, the law now in force contains the following new provisions:

Consolidation of fractional townships.—This provides for the consolidation, for school purposes, of fractional townships with any adjacent township.

Township high schools.—Such a school may be established in any township desiring it, by a majority of the votes at an election called for the purpose, upon petition of fifty voters of the township.

Statistics of illiteracy.—School directors are required to collect and report the number and names of persons between the ages of 12 and 21, residing in their respective districts, who are unable to read and write, and the cause of the neglect to educate them.

Special powers and duties of school directors.—It is made the imperative duty of boards of directors to prescribe what branches of study shall be taught, and what text-books and apparatus shall be used, in their respective schools, and strictly to enforce uniformity of text-books; but text-books are not to be changed oftener than once in four years. They may suspend or expel pupils for bad conduct, and no action shall lie against them for such expulsion or suspension. They are also authorized to provide that children under twelve years of age shall not be confined in school more than four hours daily.

New branches.—Teachers are required to be examined in the elements of the natural sciences, physiology, and the laws of health, in addition to the branches previously prescribed. But, on the request of directors, certificates may be granted to teachers who are not able to pass an examination in the additional branches. Vocal music and drawing may also be taught in the public schools, when deemed expedient by the directors or requested by the voters of the district.

Removal of delinquent directors.—Any director failing to perform his duties according to law may be removed by the county superintendent, and an election ordered for a new director.

Perversion of school-funds.—The appropriation of any part of any school-fund for any sectarian or denominational purpose is forbidden in most emphatic language.

Traffic in school-books.—No teacher or school-officer shall be interested in the sale or profits of any book, apparatus, or furniture used in any school in the State with which he may be connected. A fine of from $25 to $100 and imprisonment for a period of from one to twelve months is the penalty attached.

Election of boards of education.—In all districts having a population of not less than 2,000, boards of education with special powers shall be substituted for the ordinary boards of school directors.

Re-organization under the general school law.—This provides the manner in which schools now managed under special acts may be re-organized under the free-school law of the State.

Schools in the city of Chicago.—A new provision of special importance is that prescribing the powers, rights, and duties of boards of education in cities of over 100,000 inhabitants, or, in other words, in the city of Chicago, since no other city in the State con-

tains even one-half that number of inhabitants. The provision is general in form, though specially designed for Chicago, in compliance with the requirements of the constitution which forbid special legislation on the subject of common schools. It provides that in such cities the board of education shall have control of the public schools, and shall have power, *with the concurrence of the city council*, to erect or purchase buildings suitable for school-houses, and keep the same in repair, to buy or lease sites for school-houses, to issue bonds for the purpose of building school-houses and purchasing sites, and to provide for their payment, and to borrow money for school purposes upon the credit of the city. In all other matters connected with the schools, the board of education shall have full control, *independently of the city council.*

THE NATURAL SCIENCES.

It is yet too soon to speak of the practical results of the measure requiring that the elements of natural science be made a part of the common-school course, as the plan has but just been entered upon, but there are good reasons for anticipating from it large and substantial advantages. It is believed that the measure will prove beneficial to teachers; to the schools, as such; to the pupils; to the public at large, and to the general cause of popular education and free schools.

EFFECT ON TEACHERS.

Public-school teachers—particularly the teachers of common district schools, who comprise more than three-fourths of the whole number—need the spur and inspiration of these new studies. The tendencies of the system under which they teach are toward mental enervation. All the famous seven branches of the old Illinois law may be taught in a mechanical, text-book manner, and there is almost no necessity for effort on the part of the teacher. The law making the study of natural science a condition of licensure produced a great awakening in the host of torpid and lethargic teachers. The common-school elements of society, so to speak, were profoundly stirred everywhere, and a free-school revival, of extraordinary extent and power, was inaugurated. From the time the new law was fairly promulgated in April last till the schools opened in the autumn the whole State became, as it were, one great camp of instruction. Special institutes were convened for the purpose, and the annual session of the State Teachers' Institute was chiefly devoted to the same work. Up to October 1, 1872, the number of teachers examined in the elements of the natural sciences was 3,975, of whom 3,114 were successful; so that, in three months from the day the new law went into effect, nearly one-sixth of the whole number of teachers in the State had been examined and duly licensed to teach the new branches. If those be added who were previously qualified to teach the rudiments of science, the whole number capable of teaching the new branches the first day of the present school year would be about one-fifth of the entire teaching force of the State. The number is rapidly increasing, as old certificates expire, so that by the close of the school year the elements of natural science will be taught in nearly all the common schools of the State. Nearly every county in the State has already taken some part in the movement. It is the testimony of the superintendent of public schools of Saint Louis, Missouri, that the effect, in a single year, of preparing and giving one exercise of an hour per week in natural science had been to increase the general efficiency and power of the teachers in that city at least 50 per cent. This is believed to be no exaggeration. Something of the same effect has already been noticed in many of the Illinois schools.

EFFECT UPON PUPILS.

Nearly all the causes that have operated to depress and paralyse the energies and aspirations of teachers are equally effective in the same direction upon scholars. These new studies are in harmony with the instincts and tastes of children, and awaken their interest. In declaring that the elements of the natural sciences shall be taught in the public schools, the legislature has recognized, and sought to utilize, the fact that the senses are the pioneers of all knowledge, and that their cultivation and training should be made, for several years, the chief work of education. The value of a habit of quick, sharp observation; the extent and certainty of its development by proper training in early youth; the impossibility of fully securing it in after life, and the manifold benefits and pleasures accruing all through life from its exercise, are among the forcible arguments in favor of the method of primary training which, it is hoped and believed, will be introduced into our schools in connection with the natural sciences.

WIDER INFLUENCES.

The country, with all its interests and industries, is deeply concerned in whatsoever tends to increase the efficiency and power of the public schools. The statistics of Europe and America demonstrate the superior value of educated or skilled labor. It

has been proved that in this country the educated laborer is worth one-fourth more than the uneducated laborer, and that in most of the States this increase amounts to many times the entire cost of the support of the public schools. Every wise measure of education, every incentive to mental activity, is, therefore, a direct contribution to the productive resources, and so to the wealth, property, and aggrandizement of mankind.

COMPLAINTS AGAINST PUBLIC SCHOOLS.

It is considered an undeniable fact that the confidence of the people in the public-school system is in danger of being disturbed. Questionings and murmurs of discontent, direct opposition, or appeals for reconstruction, are coming from every quarter of the Union, and these not alone from theorists, abstractionists, misers, and chronic fault-finders, but from men who are actuated by none but the worthiest motives, and who have no personal or selfish ends to subserve. There are allegations of inefficiency and failure which, if true, affect not merely the form but the substance of the school system. A fact worthy of notice is that while there is the greatest variety of opinions among the representatives of different classes, there is, nevertheless, a substantial and surprising agreement in a few important particulars. Among the points which a comparison of statements shows to be held in common are the following: (1.) That the course of study in the common ungraded schools of the country needs revision, both as to the branches of study embraced therein, and as to the relative amount of time devoted to each one. (2.) That many of these schools are not doing their elementary work well; that the pupils rarely become good and sure spellers, or easy and fluent readers, and are deficient in penmanship, and especially in a knowledge of the primary rules pertaining to punctuation, the use of capitals, and the common proprieties of letter-writing and English composition. (3.) That the teaching is too bookish, narrow, and technical, being largely defective in method, dull in manner, and therefore devoid of attractiveness, inspiration, and zest. (4.) That there is too much isolation in schools and school-work; too little sympathy between the world within and the world without the school-house; too little apprehension of the fact that schools are places of apprenticeship, wherein to learn the use of a few necessary tools and implements, wherewith to fight the battles of life and duty in the world. (5.) Finally, that the attention paid to the morals and manners of the pupils is unsatisfactory.

THREE IMPORTANT INQUIRIES.

The foregoing facts and strictures seem to start three inquiries, viz: What should the public schools accomplish? What are they accomplishing? How may they accomplish more?

WHAT SHOULD BE ACCOMPLISHED?

In giving a standard of acquirements, reference is had chiefly to the ordinary district school. Proficiency, not simply mechanical, but intelligent, in the elementary branches is insisted on, and, in addition, that pupils should be able, in conversation and writing, to express their own thoughts in good English; that they should understand the rudimentary principles of drawing and perspective, of vocal music and of natural history, and should know enough of their own physical and mental organization to enable them to take proper care of both their bodies and brains. The influence, example, and precepts of the school-room should all tend to the formation of good manners and the encouragement of a high tone of morals.

WHAT IS ACCOMPLISHED?

Testimony from various sources renders it painfully evident that the practical results, in some instances, at least, come short of the moderate and reasonable standard that has been indicated. It is true the instances cited are exceptional, but it is also true that such facts ought not to be possible in any case; and it must be admitted that the tendencies have been and are too much in that direction.

HOW CAN MORE BE ACCOMPLISHED?

Four suggestions are made in reply to this important inquiry: There must be a large increase of well-qualified teachers, a closer and more intelligent supervision, improved methods of instruction, and improved text-books.

HOW ARE QUALIFIED TEACHERS OBTAINED?

The superintendent says, "first, by simply demanding them." A teacher of at least fair abilities and qualifications can be had for every school in the State, if only he is

wanted. But the fact is, such teachers are not wanted, because a slight additional salary must be paid to secure them. A demand for good teachers, with suitable salaries, would at once bring into service the large number of such teachers who are now unemployed, inferior and lower-priced teachers being engaged in their stead; and it would induce large numbers of capable young men and women to enter upon a course of preparation and training for common-school work.

FACILITIES FOR TRAINING TEACHERS INSUFFICIENT.

The normal schools are doing much to qualify teachers for the public schools, and they are doing their work well. Normal departments and classes in the universities, colleges, and high schools, are helping all they can. But not 10 per cent. of the teachers of the State have had the benefit of any of these facilities, even for the shortest time; and not 5 per cent. have taken the full course in those institutions. To reach the mass of teachers with the means of improvement, the main reliance has been, and still is, upon the local institute. The value of this instrumentality has been very great. But all the available means of professional instruction combined are wholly insufficient to supply the urgent needs of the common schools. While the number of persons qualified to fill positions in the high and graded schools of cities is still insufficient, the most pressing need is in the ordinary ungraded district schools of the country. Information at hand warrants the statement that not more than one in three of the teachers in these schools is fit for the place he occupies.

THE STATE MUST AID.

To the work of qualifying teachers for these elementary schools the State should reach forth a helping hand. It can do this by undertaking, to a limited extent, the management and control of local institutes of instruction through the agency of competent and suitable persons appointed or commissioned in such manner as may be prescribed by law, who shall be directly responsible to the State for their acts and be paid by the State for their services. It should be the duty of these men to organize and conduct a series of institutes for the instruction of teachers, and to instruct the people, by public addresses and otherwise, in respect to the nature and necessity of free schools. The sum of $10,000 per annum would secure the services of four or five picked men for this work, men of ability and culture, thoroughly acquainted with systems of public education, and experienced in the supervision, management, and instruction of common schools who would give to it their whole time. This plan would remove the elements of weakness and inefficiency from our present scheme of institute operations. In what other way can the district schools be so soon and so effectually supplied with qualified teachers or with teachers of improved qualifications? How otherwise can the body of the people be so well instructed in regard to the claims of public education, the principles of teaching, the evils of miseducation, the elements and conditions of successful instruction, and the general economy of schools and school management? Is it seen in what other manner the comparatively trifling sum named could better be made to subserve the purposes for which the State, in compliance with the requirements of the constitution, has established the system of free schools?

HORACE MANN IN MASSACHUSETTS.

It seems to me that the plan should be adopted and fairly tried. It is not new. If one commonwealth more than another has laid the American people under obligations for valuable lessons in the theory and art, the means and methods, of public education, that commonwealth is Massachusetts. And long before there was a free-school system in Illinois, the hills and valleys of that State were traversed, year after year, by strong, gifted, and eloquent men, engaged in the very work that has here been described—instructing the teachers, addressing the people, organizing and conducting institutes, holding educational conventions, and mightily awakening and stirring the inhabitants everywhere. The voice of Horace Mann was heard, from Cape Cod to the Berkshire Mountains, warning, entreating, expostulating, beseeching the people, with the vehemence and power of one of the old prophets, to look to the education of their children. Hear him:

"We all bear witness that there is but one salvation for the State—the knowledge of duty, and the will to do it, among the people. But what measures are we taking to cause that knowledge to spring up, like a new intellectual creation, in every mind; and to cause that will to be quickened into life in every breast? We all agree—the universal experience and history of mankind being our authority—that, in nineteen cases out of every twenty, if the human mind is ever to be expanded by knowledge, and imbued with virtuous principles, it must be done during the susceptible years of childhood and youth. But when we come to the *sine qua non*—to the *work*—to the

point where volition must issue forth into action, or it is valueless; when we come to the taxing, to the building, to the books, to the apparatus, to the whole system of preparatory and contemporaneous measures for carrying on and perfecting the work of education, where wishes, and sympathy, and verbal encouragement are nothing without the effective co-operation of those muscles which perform labor and transfer money; when we come to this point, then excuses teem, and the well-wishers retire from the stage, like actors at the close of a drama. I gladly acknowledge that there are honorable exceptions, in all ranks and classes of men; and in no State in the Union are there so many of these exceptions as in Massachusetts; and yet even here, is it not most extensively true, that when we appeal to the different classes and occupations of men, we meet with indifference, if not with repulse? * * * *

"Will the great political and financial problems which now agitate the Union ever be rightly solved and permanently adjusted, while they are submitted, year after year, to voters who cannot even read and write? Can any additional intelligence and integrity be expected in our rulers, without additional intelligence and integrity in the constituency that elects them? Complain of President or Congress as much as we will, they are the very men whom we, the people, have chosen. If the country is an active volcano of ignorance and guilt, why should not Congress be a crater for the outgushing of its lava? Will Providence interfere to rescue us by a miracle, while we are voluntarily pursuing a course which would make a speedier interference, and a more stupendous miracle, necessary for our subsequent rescue? How much of time, of talent, and of wealth, we are annually expending—in legislatures, in political conventions, through newspapers—to gain adherents to one system of policy, or its opposite, to an old party or to a new one; but how little to rear a people with minds capable of understanding systems of policy, when developed, and of discerning between the right and the wrong in the parties which beset and would inveigle them. What honors and emoluments are showered upon successful politicians! What penury and obscurity are the portion of those who are molding the character of a rising generation of sovereigns! And here let not the truth be forgotten, that the weightiest obligation to foster and perfect the work of education lies upon those States which enjoy the most; for to whomsoever much is given, of them shall much be required."

With such words of truth, eloquence, and power, that mighty apostle of common schools spoke to the people of Massachusetts, making of every village-crowned eminence in the State a very Mars Hill to echo his grand appeals, onward through vale and hamlet, till every ear should hear and every heart be moved; while a select corps of accomplished men followed up the march of the orator, utilizing the profound impressions left by his addresses upon the minds of the people, by gathering the teachers into institutes and conventions, unfolding to them the principles of education, and instructing them in the true science and art of teaching. The voice of the orator died away among the hills of New England—his noble presence vanished forever from the shores of time, long ago; but the results abide—the common schools of Massachusetts, taken all in all, are the best in the Union and in the world. That the men and the agencies mentioned were among the most potential factors of this noble consummation, none can deny, and distant will be the day when the school-children of that good old commonwealth will cease to honor the name and revere the memory of their good and gifted friend.

Several other States have pursued the same course, with like beneficial results. Indeed, ours is the only leading State making, practically, no provision for the systematic prosecution of institute work. The public sentiment of the State needs to be stirred to a more earnest and intelligent appreciation of the wants of common schools; of their faulty local management, and especially the very serious effects of the low standard of scholastic and professional qualifications required of the teachers in ungraded district schools. It is believed that the plan proposed will do for Illinois what it has done for other States.

INSTRUCTION IN THE NATURAL SCIENCES.

The time has come when the experiment of introducing the study of natural science into the common schools of the State must be entered upon. It is assumed that school directors and teachers are acquainted with the requirements of the new law in this respect, and that they intend, in good faith, to endeavor to comply with those requirements to the best of their ability. * * * What were the chief ends contemplated, the main results hoped for, by these changes in the school law? If I correctly interpret these new provisions of the statute, and rightly understand the sentiments of those members of the legislature who were chiefly interested in securing their enactment, the great end sought was to lift the schools of the State out of the grooves of a bookish routine; to redeem them from barrenness and leanness; to pour into them and through them the fresh breezes of life and nature; to enrich and fertilize them by the infusion of new ideas derived from the study of the protean forms and marvelous phenomena of the material world; to vitalize and strengthen them by

exercises requiring more intelligent observation and less mere memory; to turn them more from words to things, from books to nature, from the unintelligent iteration of dead forms and phrases to a wide-awake observation and keen-sighted scrutiny of the multitudinous objects of living interest, grace, and beauty with which the outer world is filled. In this way it was hoped that the schools would be quickened and vivified, the boundaries of useful knowledge enlarged, and the youth of the State be familiarized with the elements, at least, of those sciences which are in themselves so ennobling and which are so closely related to the great industries of this commonwealth.

What is the best method of teaching the elements of natural science in the public schools? No doubt is entertained that it was the intention to put the elements of the natural sciences into all the public schools of the State, of every kind and grade, to make the study of them as common, as universal, as the study of the seven elementary branches previously required. It was assumed, correctly, I think, that any child of suitable age, and of sufficient mental and physical health and strength to attend a public school, might as well be set to learning about plants and animals, about the things on the ground beneath its feet, in the air above and around its head, in the waters of familiar streams and brooks, and in forests, orchards, meadows, and gardens, as about the inanimate letters of the alphabet, the dry processes of word-making and spelling, the mysteries of pronunciation, accent, and emphasis, and the abstractions of the multiplication table.

In the light of what has been said, it must be very obvious to all that the benefits of these new studies will be best secured by the method of *oral lessons* instead of recitations from text-books. Indeed, if the teaching of the natural sciences is to fall into the old ways, merely so many lines or pages of a book to be memorized and recited daily, the law might as well be repealed, for it will only enhance the very evils which have so long benumbed and stupefied the schools.

Then with these new and living themes, let there be also new and living methods. Leaving and forgetting the beaten paths of book-answers to book-questions on bookish abstractions, enter the new path that leads out amid the manifold works of God and there gather treasures of knowledge *at first hands*. If the subject of the lesson is a particular flower, do not have the pupil read or recite what somebody else has said *about* that flower, but make the flower itself your text-book. It was written by the finger of God himself, and is without blemish or mistake. Its lines are more perfect than were ever drawn by human hands; its colors have a richer and warmer flush than brush of artist can impart. Take the beautiful thing in your hand, inspect its wonderful structure, note its component parts, point out the rare delicacy and grace of its form and finish, tell its attributes and qualities, show wherein it is like and wherein it is different from other flowers of its class. Do all this in the presence of your pupils—before their eyes; do it with the gentle enthusiasm and loving inspiration that ever touch the heart and pervade the soul of him who with honest purpose puts himself in communion with nature. Do this, and dull, indeed, must the little ones be if they do not respond with joyful interest to such instruction.

Pursue the same course with each of the other sciences, so far as practicable. Teach orally; discard text-books almost wholly in all the earlier stages of the pupil's course. Above all, *don't attempt too much at a time*. This is the danger to be specially avoided. Teach systematically and methodically, but go little by little, step by step. Lay out the work beforehand for each week or month, and be sure to complete what is thus prescribed, but don't lay out too much. Let each lesson be short, very short, but give it with all the spirit and force you possess. Illustrate with natural objects in all possible cases. Test the pupil's knowledge by frequent reviews, not by asking them to repeat what you have *said*, but by requiring them to exhibit and illustrate objectively what they have *learned*. Keep them close to visible, tangible, appreciable, material *things* all the time. Make it impossible for them to advance a step without using their own senses and powers of observation. Cause it to be understood that mere words are of no value in themselves any more than the figures or letters on a bank-note or on the face of a watch or on the scale of a thermometer; that it is, in each case, what is *represented* or *signified* by the word or letter that constitutes its value; that as a parrot or an automaton may be made to utter words of grandest import and be but a senseless parrot or automaton still, so a child may memorize and give trippingly on the tongue the whole nomenclature of a science and yet be utterly ignorant of its simplest facts and principles; and that, on the other hand, the little boy or girl who works up to the exact meaning and import of a few words and terms, through the study and comprehension of the things, ideas, or relations of which those words and terms are but the symbols, is in the straight path to true knowledge and learning.

Standing at the bar of Nature, the children, in this respect, are all equals. Her richest treasures are for those of closest inspection, keenest insight, and most patient and intelligent study, not for those who are merely the quickest to memorize words. Every observant teacher knows how disproportioned is the nominal standing of many a pupil to his actual industry and vigor of intellect, owing to the possession of this power of rapid and easy memorizing, and all such will appreciate the value of a truer and juster test of scholarship and rank.

A good and suitable text-book, in the hands of a teacher who knows how to use it, and how to direct its use by pupils, is always a help—one never to be undervalued. And for *advanced* classes in the natural sciences, text-books are almost indispensable, even with the best teachers. But it cannot be denied that too close and servile an adherence to what is put down in the book, no more and no less; mere text-book teaching, if teaching it can be called, is a prevalent and enormous evil in our common schools. It both begets and fosters indolence and dullness in the teacher, and eliminates all life and interest from the recitation, reducing the work of the pupil to a mere exercise of memory. The effects of this practice in primary classes are particularly deplorable, repressing the child's inquisitive nature at the very outset; giving its faculties of observation and perception nothing to do, at the period of their greatest activity and alertness, and when the exercise of them is most attractive and beneficial.

To break up this lamentable practice, and to bring a new life, a healthful and inspiring element into our primary schools, if possible, I make this plea for oral instruction in the natural sciences. If earnestly and wisely pursued, it will not only awaken and animate the little school-children, redeeming the weary hours from dullness and apathy, but it will quicken and vitalize the teachers as well, infusing fresh power and vigor into all their work. Force is also added to this plea from the fact, elsewhere adverted to, that there is, as yet, a conspicuous lack of text-books adapted to these elementary stages of the work to be done, except perhaps in botany.

The oral method will impose additional labor upon the teacher. No greater mistake could be made than to suppose it an easy thing to prepare and present an oral lesson in natural science; that is, if it is done as it ought to be, and as it must be to be of any worth. The loose, immethodical, aimless, and desultory school-room twaddle that too frequently passes for oral instruction, cannot be too strongly condemned. It is the refuge of indolence, ignorance, and presumption, and has done much to bring the whole system of object-teaching into contempt. The most abject servility to text-book routine is better than such vapid, incoherent swash, for even the poorest books are constructed with some regard to order and method.

I repeat, then, that if teachers hope to succeed in oral instruction, they must mark out for themselves a clear and definite plan, in accordance with which each science, and every part of each science, shall be worked up and presented; and they must understand that nothing whatever can take the place of hard study and unflinching determination on their own part. Anything short of this will inevitably result in confusion, discouragement, and failure.

TIME WASTED.

From eight to ten years are devoted to spelling and reading, in school. That is, the pupil is expected and required to prepare and recite one or more daily lessons in each of those things during nearly or quite the whole period of his common-school pupilage. About one-tenth of the extreme allotted span of human life, to learn to read, pronounce, and spell a few hundred words of the English tongue, in which he was born! Does it not seem absurd? The treasure is indeed precious—every child must possess it, cost what it may. But is it necessary to pay such a price? No; not the half of it. It is confidently affirmed that, with proper instruction, every child of good health and fair natural abilities can and should, in four years or less, of six school months each, beginning in utter ignorance of the alphabet, acquire such a practical knowledge of reading and spelling in his native English, that he may thereafter lay aside and dispense with both of those studies, so far as formal lesson-getting and recitation therein is concerned, and devote his time to other things. This opinion is expressed with deliberate confidence, as the result of experience and observation, both of which abundantly confirm the conclusions previously derived from a careful study of the nature and elements of the problem itself. Indeed, I could conscientiously put the case in still stronger terms.

A COMMON ERROR NOTED.

It is a mistake to suppose that improvement in reading is to be measured only by lessons in the text-books, and that progress must cease with the class exercises. Those are not the only, nor even the chief, means of advancement, except at the outset. Every text-book in school, arithmetic, geography, history, or grammar, as portions of each may be read by the pupil from day to day, should be utilized for his improvement in reading; that is, every sentence that he has occasion to read aloud in school, from whatsoever book or paper, he should be required to read *correctly*, and assisted in doing so when necessary. Thus, practice in reading, which is all the child needs after having made the supposed proficiency, is kept up and carried along incidentally, in and through all the other exercises and text-books of the school, on to the end of the course—while, meantime, he is not *studying* reading at all, but giving his whole time to other things.

THE CASE OF ARITHMETIC BRIEFLY EXAMINED.

Much precious time is also wasted upon arithmetic. It is believed that the average common-school text-book in that science contains double the amount of matter necessary or advisable, and hence that half of the time spent thereon, if not wasted, could be much more profitably devoted to other studies.

There lies before me a popular school arithmetic, of about four hundred pages. It is *deservedly* popular, one of the best of which I have any knowledge—in some important particulars, the very best. It is in use in hundreds of our common district schools—probably in thousands. It was made for common schools, the title-page so declares. Turning the leaves of this book, I note, at random, among the topics discussed at considerable length, the following *useful and practical* matters: Least common multiple of complex fractions; duodecimals; repeating decimals; average of accounts; conjoined proportion; alligation, medial and alternate; square root and cube root; arithmetical and geometrical progression; casting out the 9's in multiplication and division; the metric system; commutation of radix, &c., &c.

Now, no fault is found with these topics, *per se*. Some of them are necessary to a knowledge of higher mathematical studies; others may be of use once or twice in a lifetime, perhaps, to one business man in ten thousand; others are mere arithmetical curiosities; while of two or three, it may be said, that their being put into a *practical* arithmetic at all, (or any other, indeed,) cannot be accounted for upon any rational principles. But the marvel is that such an extraordinary list of arithmetical abstractions and wonders should pass unchallenged in this *practical* age—that they should have and hold an honored place in thousands of common ungraded district schools, from which Latin or logic, and everything of that nature, would be peremptorily excluded, and properly, as unsuited to the needs of the masses, and useless. How many boys and girls, whose pupilage terminates with the common-school course, ever make the smallest practical use of one of those formidable things—ever care for them, or think of them again, except with utter indifference or unavailing regret, in view of the time so foolishly and irreparably wasted?

The list given of topics which are of no actual, if imaginable, benefit to one common-school pupil in ten thousand—viewed from the utilitarian stand-point—might be more than doubled. They abound in all the *practical* arithmetics of the country. They have come down to us, some of them, by a kind of inevitable literary descent, from a period I know not how remote. And these are the very subjects that require the most time. Among those enumerated, there are several the mastery of any one of which demands more time and effort than all the fundamental principles and operations of arithmetic put together; and, for any practical use, ninety-nine district school children out of every hundred might as well be set to guessing conundrums. I knew a boy who spent all the spare time he could command for an entire term—more than an hour each day—upon circulating decimals and alligation; and when he had mastered them, the poor child thought he knew something! and so he did, but *what?* He completed the district-school course, shouldered his implements of toil, and went bravely out to earn his bread by the sweat of his face. Of Nature and her works, her protean changes, her laws and forces, her glories and harmonies, he was ignorant: the

> "Primrose by the river's brim
> A *yellow* primrose was to *him*,
> And it was nothing more."

But then, he knew all about repeating decimals, and alligation, medial and alternate!

EFFECTS OF ELIMINATION AND REVISION.

How shall these schools find time for the natural sciences?

By a careful revision, reconstruction, and abbreviation of their courses of study; * * thus bringing together and compressing into a brief, rational space, those things, and those things only, which are indispensably necessary to be known and understood. Applied to the arithmetic before me, this process would reduce its pages from 400 to not more than 150, and, for district-school purposes, enhance its practical value in the same proportion, inversely. Applied to most of the geographies in common use, it would brush away the rubbish of petty details, which cumber and disfigure them, leaving those things only which district-school children have time to learn, really need at this stage of their education, and may reasonably hope to remember. Applied to the leading text-books in English grammar, it would so winnow them of chaff, surplusage, amplification, and inconsequentialities, that their authors and makers would scarcely know them, while teachers and pupils would rejoice.

With equal or similar advantages, the eliminating process might be applied to nearly every other branch of the common-school course, and the result would be a set of books adapted to the great body of the ungraded district schools of the State, books free from useless redundancies, every page of which would contain relevant matter proper to be learned, and susceptible of being learned within a reasonable time—books, in short,

adapted to the first stages of instruction, the object of which is to secure to all the youth of the State the *elements* of a good common-school education. With such books, and teachers competent to use them, there would be time enough, and to spare, for the elements of the natural sciences, and the rudiments of vocal music and drawing, without neglecting any of the old branches, but, on the contrary, with a clearer and more enduring general knowledge of each one of them. The need of such a revised and eliminated set of handbooks for the use of this great body of elementary schools, is so apparent that it will doubtless soon receive the attention of educators and authors. In the mean time, teachers in these schools must eliminate and revise for themselves.

SPHERE OF THE STATE IN EDUCATION.

How far should a State undertake to provide for the education of its children at public cost? Is the high school a proper and legitimate part of a general free-school system? To these questions I answer, *yes;* my judgment approving, and my whole soul most joyously assenting thereto. I believe that the very best and grandest thing a commonwealth can do for its children is to educate them—that no other expenditures of the public revenue yield such rich and sure returns—that the question for enlightened statesmanship to ask is, not how little, but how much can be done for universal education. I would see every American State add to the elementary school the grammar-school; to the grammar-school the high school; to the high school the State university; and to the State university, I would see the American Congress add a grand national university, as the fitting top-stone to the whole magnificent edifice. And I would have the whole *free*—every door flung wide open, and the invitation repeated along the whole line, from one end of it to the other: "Whosoever will, let him come." For every dollar given by the State or the nation to railroads, a hundred should be given to common schools; for every acre of land bestowed in subsidy upon gigantic corporations, square miles should be granted to universities for the people. A fraction of the public domain surrendered during the last ten years to the insatiable rapacity of monster monopolies, whose formidable power already enables them to plunder the people with impunity, and even to defy the Government itself, would have reared in every State of the Union a free university, with princely endowments, to bless the people, honor the Government, and ennoble the nation forever. These remorseless oligarchies have filched from the nation its richest domain, and from the people and posterity their just inheritance—and yet they clamor for more. Meantime the little that was saved in better days, and consecrated to the education of the people, is often grudgingly allowed; the free universities and colleges are crippled for means, and a determined effort is made to force the States to call in their advanced free-school outposts, close their high schools and colleges, and retire within the elementary lines of fifty years ago. Against all this I protest in the name of the people, and of the millions of youth whom these men would remand to the beggarly rudiments of knowledge.

How can the laws of a State be known or understood by all unless they can be read by all its citizens?

Here, then, begin the duty and, of course, the right and power of the State in the matter of public education; upon this broad foundation abides, and will ever abide, the initial prerogatives of a commonwealth in respect to the instruction of its people. It must teach its children to read. It must see that this key to almost all acquisition (ability to read) is in the hands of all its youth. It is a primal necessity of its organic life, viewed from the stand-point of political philosophy and of history. And as the achievement of this object is vital to the State, and therefore cannot be left to the caprices and contingencies of individuals, or even of associated effort or enterprise, the State itself must undertake and carry on the work. It is too gigantic for private capital, too momentous for the mischances of private judgment. The commonwealth, in its strong and benign sovereignty, must stretch forth its arm and do this thing.

Hence, the common district school, wherein a knowledge of the orthography and of the reading and writing of the vernacular language of the country is the principal thing, to which are added the science and art of calculation and the few other rudimentary branches properly related to the central study, and usually included in the common district schools of our country. Up to this point there is no essential difference of opinion that I know of among those who believe in public education at all. This much, it is conceded, the State can and should do for the education of her children at public cost.

The State provides for all, at public cost, the rudiments of an English education, because it is to her interest to do so; because so much, at least, of knowledge is essential to the welfare, if not to the existence, in the long run, of a popular form of government; and because experience proves that such provision cannot safely be left to the voluntary action of the individual citizen. By parity of reasoning, the claims of public high schools to a settled place in the educational provisions of the State are also established.

BENEFITS TO THE STATE.

The commonwealth needs, through all her manifold industries and enterprises, many thousands of persons who have more than the rudiments of knowledge. The supply of persons of such advanced culture, through the private institutions of the country, is not equal to the public need, and hence the State should interpose to supplement the work. The same may be said, with even greater truth and emphasis, of that profounder learning, that higher and wider culture, which it is the province of the university to bestow. The loss which nearly or quite all the commonwealths in this republic sustain, because so few of their young men are qualified to act as leaders in the discovery, development, and utilization of their wonderful natural resources, and in lamping the people onward and upward toward a worthier and grander civilization, is, I believe, simply incalculable.

To do this on the grand scale of the whole body-politic, by providing common schools for all, and high schools and universities for as many as desire to enter them, were sound policy for the State.

But, in addition to the argument derived from the nature and functions of the State as a supreme political corporation, the view that public education should not stop with the common district school is supported by other considerations.

EFFECT UPON THE COMMON SCHOOLS.

The common schools themselves are the better for the public high schools, and the high schools for the university. The high school is to the elementary what the upper classes of a graded school are to the lower—a sharp and perpetual incentive to assiduity and effort. I will not say that without the spur of the high school the common schools could not be kept up to a paying standard of excellence, but it is very safe to say that they would deteriorate in spirit and efficiency, even with greatly increased energy and vigilance on the part of the teachers. As quickeners of the common schools, down through all their various gradations, high schools are of very great value.

THE RIGHTS INVOLVED.

As to the rights involved, I do not see how the State can logically or equitably limit its provisions to the rudimentary schools. To do so is to stop at precisely the point where, to the poor man, the question of expense obliges him to arrest the further progress of his children. The cost of tuition and accessaries, in good private institutions, corresponding in grade to public high schools, is, to the masses of persons in indigent circumstances, simply prohibitive; so that to them the public high school is the only means of bestowing upon their children anything more than a mere elementary education. And when we come to the college and university courses, the doors are still more closely barred against them.

And, then, the poor who have a little property pay their share of the taxes. The amount may be small; but, in proportion to their means, it is equal to that paid by the wealthiest. But there the analogy ceases. To the rich, the public high school is a matter of comparative indifference; the best private institutions are within their reach. But to the poor, the boon which comes with that pittance of tax is treasure indeed. Close the public high school, and they are almost wholly without recourse. There is practically no danger that the number of high schools demanded will increase so rapidly as to alarm the economist and the tax-payers. It is remarkable how steady the ratio remains between the number of high-school pupils and the whole number of scholars in a given city or State. Despite the exhaustless attractions of the higher walks of learning, and the increased opportunities of pursuing them, the percentage of those who choose to enter them does not materially vary from year to year, taking as a basis the entire enrollment. But the point is that a very large proportion of high-school attendance is clear gain to the cause of learning, and to the country. That is, without the public high school, at least one-half (I believe three-fourths) of those attending would have stopped with the rudiments; some from indifference, the most from inability to enter private institutions.

OTHER BENEFICIAL EFFECTS.

There is another consideration bearing upon this question: The effect of public high schools upon the cost of tuition in private schools of like grade, and more especially upon their character and standard of excellence. This influence is very great, in both of those directions; much greater than is generally imagined. In fact, I am not sure that the retention of the public high school might not be successfully argued as a measure of public economy and utility, on those two grounds alone.

The cost, *per capita*, of education in the public schools is often criticised, and the smallness of the difference in cost between public and private schools is remarked upon to the disparagement of the former. But abolish the public schools, and note the effect. An immediate and enormous advance of tuition and other expenses would certainly follow. Take away the ubiquitous and gigantic competition of the public schools, and the old monopoly prices would be restored as sure as that human nature will remain unchanged.

But even more potent and imperative has been the effect of public schools, especially public high schools, upon the literary character of private schools of like nominal grade. It has swept through them like a hurricane, blowing the chaff and pretense to the four winds. Every good public high school takes the breath clean out of half the sham academies and select private schools for miles around, and forces the rest of them to "new departures" in scholarship and thoroughness, with all speed. This is a great and positive public benefit—one with which we are all familiar, and which can not be questioned.

VALUE AND NEED OF SCHOOL SUPERVISION.

I am persuaded that county supervision can not be dispensed with without serious detriment to the free-school interests of the State. I believe that its benefits are so obvious and manifold, that it ought to have and will have a permanent place in the final adjustment of the working forces in every State school law—that experience has abundantly demonstrated its claim to be regarded as an indispensable part of the true American system of school supervision. As stated by Mr. Wells, the late national educational convention, in which the Government itself was represented by its able and efficient Commissioner of Education, and three-fourths of the States of the Union by their most intelligent and experienced educators, distinctly affirmed its concurrence in this view, by its approval of the report on school supervision, presented by an eminent teacher of Massachusetts, in which the place and value of the county superintendency in every well-devised scheme of State education were clearly shown and forcibly argued. The tendency of the best thought and ripest judgment of educational men in this country is unmistakably in the same direction. It can hardly be doubted that the model system of school supervision, the ultimate system of the future, will embrace, as its essential parts, the State, the county, and the town.

NORMAL SCHOOLS.

In view of the recent enlargement of the sphere of common-school studies, and the consequent extraordinary demand for more teachers of improved qualifications, the steady growth and prosperity of professional training-schools are noted with satisfaction.

The school first established for the specific purpose of fitting teachers for the common schools rests firmly upon assured foundations, and from its past ever-brightening history of fifteen years looks forward to a long and useful future. Another institution, devoted to the same objects, has been provided for by act of the general assembly, and the substantial and beautiful edifice designed for its use is rapidly advancing toward completion. Its early opening is demanded by the educational needs of Southern Illinois.

The training-schools in Cook and Peoria Counties are doing their appropriate work with enlarged facilities and increasing success. No additional organizations, under the county normal-school act, are reported, but the conviction of the need and value of such schools remains unchanged, and it is expected that they will gradually be established in other counties.

STATE NORMAL UNIVERSITY.

The condition and results of this institution are presented in an address by President Edwards, delivered June 27, 1872. After mentioning with praise the various persons who have been employed as instructors in the university, also the members of the board of education, he speaks cheerfully of the evidences of the permanence of the institution, and of its aims and purposes in the culture of teachers, both in the knowledge of the subjects to be taught and in the science or art of imparting instruction.

TEACHERS' INSTITUTES.

President Edwards, in this address, gives an account of what has been done in promoting and conducting educational institutes. Most of the counties in the State have been visited by some of the normal faculty for the purpose of lecturing upon educational topics and giving instruction at institutes. The aggregate of this work is 349 institutes and 503 addresses.

There have been several sessions of the Illinois State teachers' institute, at which instruction has been given by the normal faculty and others. The example has been

followed by many of the counties, and brief "normal schools" have been held in various places, to the great improvement of the profession. The last State institute numbered about 300, and was chiefly devoted to the natural sciences.

THE UNIVERSITY DIPLOMA.

This has no legal force, and any graduate who has received it is liable to be examined and rejected by a county superintendent. In this way the power of the university certificate is made to depend upon real worth, and not upon the compulsory provision of a legal enactment.

COST OF THE INSTITUTION.

There have been received from the State $279,740.63. But the property now belonging to the institution, and owned by the State, is worth $312,000. Therefore, the enterprise may be considered a profitable one. The amount of current expenses since 1857 has been $203,591.32. On this basis the average cost per pupil has been only $45.81 to the State.

THE MODEL SCHOOL.

In addition to the foregoing facts, as submitted in President Edwards's address, his semi-annual report, in December, 1872, shows especially the amount of practice-teaching done by the pupils of the university, and the strict methods of its inspection, in order to determine the progress and improvement. Each pupil-teacher is required to keep a diary, detailing each day's work, the subject of recitation, the difficulties encountered, and the methods employed in surmounting them. The writer is liable to be called on to read this record at any of the weekly meetings of the teachers, and the plan is found to be useful in many ways.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

The act to establish and maintain this institution was approved March 9, 1869, and funds are now asked from the general assembly to finish and furnish the new building. The amount required is estimated at $85,088.23, and if this is granted, the school can be opened for the fall term of 1873.

COOK COUNTY NORMAL SCHOOL.

The prosperity of the Cook County Normal School is very marked. The success of its graduates in teaching is indicated by the fact that the demand exceeds the supply.

The school has a complete and thoroughly organized training department. The pupils are required to spend the first term receiving instruction in methods of presenting the elements of common-school studies. The second term they enter the training department, and each is required to teach from five to twenty days, having entire charge of a room of about fifty pupils. In the evening the pupil-teacher is required to give to the training-teacher a full account of the day's work done and a rehearsal of that of the next day. In this way all the pupil-teachers keep up the same course of instruction.

A preparatory department is connected with the school, where pupils are admitted by declaring their intention to enter the normal school when qualified.

The public schools of the district are organized in connection with the normal school, and are graded into high and grammar schools, with a model department.

A club boarding-house is connected with the school, where pupils may board at cost.

The whole number of pupils since organization is 376; of graduates, 95.

PEORIA COUNTY NORMAL SCHOOL.

The whole number of pupils of this school for the four years since established has been 300. In January, 1872, it took possession of its new building, in which both the normal and training departments are accommodated. The pupils of the latter belong to the primary department of the public schools of the city, and receive instruction from the normal-school pupils, under the direction of the training-teacher.

The course of study embraces both common-school and higher branches, also methods of instruction and school management, and practice in the training department.

The beneficial results of the school are seen in the greater desire of teachers to fit themselves for their work; in the enlarged proportion of normal-school teachers; in the permanency of teachers, and in the better acquaintance among teachers.

EDUCATIONAL RIGHTS OF CHILDREN.

The superintendent treats of the subject of compulsory education at length, ably advocating its adoption. In support of his views he quotes fully from the argument of Hon. B. G. Northrop, secretary of the board of education for the State of Connecticut. Want of space compels the briefest abstract of Commissioner Bateman's arguments.

In answer to the question how the youth of the State shall be brought into the schools, the ground is taken that the fault of absenteeism and, hence, the evil of illiteracy lie at the doors of parents and guardians, and that a reformatory statute should be "not an act to compel the attendance of children at school, but an act to secure to children their right to a good common-school education." This right is not only natural, but constitutional and legal. It is "enumerated in the divine bill of rights in God's own gracious *magna charta*—the moral constitution and conscience of the race." The right of all children to the panoply of knowledge rests upon the high law of love and humanity, for they are all defenseless and impotent. "To send them forth without this preparation is cruelty; to neglect this duty is inexcusable; to refuse to perform it is a crime."

In Illinois these rights are guaranteed by constitution and law, and in conformity with these provisions there is a free-school system in successful operation. The machinery is complete. If those who have the custody of children neglect to avail themselves of these provisions, let them be required by law to discharge their duty. It is competent for the general assembly to pass such laws, and it is also necessary and expedient.

The admitted right of the State and of the community to tax all citizens for the support of schools for the free education of all children, is held to be liable to the charge of unjustness unless it carries with it the duty of the State, after taxing its citizens for the education of the children, to see to it that the children *are* educated. That when the property of the citizen is taken for this purpose of education, on the plea that in this way the State best provides for the protection of the citizen's property, the citizen has the right to claim that this pretended protection shall be made real. That to educate but a part of the children, leaving the children of the most dangerous classes to grow up in ignorance, is to fail utterly. The right to tax for free common schools carries with it the duty of compelling all parents to send their children to some school. He argues that this right is not tyrannical or anti-republican, but that it is based on the American idea of the best good of all.

POPULAR MISAPPREHENSIONS OF THE SUBJECT.

It is not proposed to drag children to school *vi et armis*, as some seem to imagine. That is but a goblin of the fancy, and, like all other phantoms of the brain, vanishes into thin air when closely confronted and interrogated. The proposed legal incentives to attendance, unfortunately *called* compulsion, belong to the simplest and most familiar category of legislative provisions. They are mildness itself compared with the penalties affixed to each of a hundred other statutes, to which the people have been accustomed all their lives, and which, though really so, they do not think of as compulsory at all. To illustrate, I quote the material sections of a bill, on this subject, introduced into our legislature last winter:

SECTION 1. *Be it enacted by the people of the State of Illinois, represented in the general assembly*, That every person having under his control a child between the ages of eight and fourteen years, shall annually, during the continuance of his control, send such child to some public school in the school district in which he resides, at least twelve weeks, if the public school of such district so long continues, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such school district a sum not exceeding twenty dollars.

SEC. 2. The penalty provided for in section one shall not be imposed in cases where it appears, upon the inquiry of the directors of any school district, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him or her with the necessary clothing and books, or that such child has been kept in any other school for said period of time, or has already acquired the branches of learning taught in the public schools, or that his or her bodily or mental condition has been such as to prevent his or her attendance at school, or application to study for the period required.

I cite these portions of that bill merely to show the utter—almost ludicrous—groundlessness of the popular notions about the nature and extent of the proposed compulsion.

AN OBJECTION EXAMINED.

It is said that such laws can not be enforced; that public sentiment is against them; that for a legislature to take a position a thousand moral leagues in advance of public opinion, and attempt to pull the people forward by a legal tow-line, is as chimerical as for a man-of-war to essay to take one of the islands of the sea into port with cable

and hawser—that in the one case as surely as in the other, the lines will be snapped asunder by the strain, leaving the mass unmoved. That is partly a truism, and partly a begging of the question. So much of it as affirms that laws (admitting there may be such) to which a majority of the people are actively opposed can not be executed, is a truism; like saying that a pyramid can not stand upon its apex. So much as assumes that public sentiment is hostile to such legislation, begs the question.

But when a great public issue, intrinsically vital, far-reaching, and aggressive, inviting criticism and assault, is separately and distinctly set before the people for examination and discussion—when that issue *is* discussed, thoroughly and exhaustively, and the whole body of electors are made familiar with it, and choose their delegates to the legislature with reference to it—and when a clear majority of the known friends of that measure are elected, and the contest is transferred from the hustings to legislative halls, and is again fought triumphantly through, and promulgated as the law of the land—*that* law *is* the will of the people; intrenched in their convictions, representing their moral sentiments, and challenging their respect and support—*and it will be enforced.*

PERTINENT QUERIES.

Now, has this great question of securing to all children the rights of education ever been *thus* canvassed before the people? Has it ever been discussed in all its bearings, in conventions and mass meetings, in the press and on the "stump," from city to city, town to town, and school-house to school-house, as other exciting public questions have been? If so, when and where? If not, how can it be said that public sentiment is opposed to it, or is not ready for it?

Mere politicians, as a class, know little and care less about public education, or its place down among the profoundest elements of national life. The utterance of a few graceful platitudes, now and then, where personal thrift may be served thereby, is about all that the average professional politician attempts, or is equal to, indeed. There are conspicuous and even illustrious exceptions, but they are exceptions. The indifference, apathy, and downright ignorance of the great body of partisan politicians, in respect to the nature, needs, operations, and possibilities of our systems of popular instruction, and of the paramount claims of the problem of universal education to the most thoughtful study of every one who would know even the rudiments of true statesmanship, are facts as conspicuous as they are lamentable—facts that astonish and bewilder the publicists of enlightened nations in Europe, and which are a just opprobrium to us in the eyes of the world. In confirmation I might here mention instances occurring in high places, in the States and in the nation, that are simply astounding. Hence, when it is considered how largely American public opinion receives its impulse and trend from political leaders, it is no marvel that the people are so slow to grasp these higher ideas of education, and so ready to doubt and disparage them.

HOW TO TEST THE MATTER.

Let the claims of public education be set before the country as they really are in the clear, honest, white light of history, of reason, and of facts; let it be affirmed, as it ought to be affirmed, that all other political questions are dwarfed in the presence of the supreme inquiry: How shall the youth of the nation be educated—fitted to be the depositaries of the jewel of civil and religious liberty; the custodians of the national honor in arts and in arms? Let the fact be everywhere proclaimed that the Government of these United States, with all the delicate equipoises of its Constitution and laws—the momentous questions of peace and war, of finance and commerce, of the myriad industries of the people—that this Government and nation, with its splendid history and traditions, and its garnered hopes and prophecies for the political future of the nations of the earth, is, in very truth, in the hands and at the mercy of electors unable to read one word of its great Constitution, one word of its laws and their judicial expositions, one word of its illustrious history, one word even of the fateful ballots in their hands—by whom, at any general election, it may be hurled from the paths of national rectitude and honor, or precipitated into the gulf of anarchy; let it be shown to what enormous dimensions the evils of non-attendance and truancy have grown, the incredible waste of money and other educational resources thereby entailed, and the alarming fact that even in States where the schools are the best, and where the powers of the voluntary principle have been most nearly exhausted, the ratio of absenteeism has not been materially reduced; let the eyes of the people be turned toward the constantly augmenting hosts of ignorant young men annually crossing, in ceaseless procession, the line of manhood and assuming the ballot, and the superadded multitudes of equally ignorant electors recruited by naturalization from the teeming myriads pouring into the country from the Old World from every quarter of the globe; let the inevitable consequences of the exposure of this unintelligent and heterogeneous mass of voters to the arts and wiles of unprincipled demagogues be portrayed; let these facts and impending perils be made the themes of powerful leaders in the great news-

papers of the country, day after day, week after week, and month after month, as the comparatively paltry and ephemeral issues of partisan politics are; let them find earnest thinkers and eloquent tongues in conventions, mass-meetings, lyceums, lecture-halls, and pulpits, and be thundered forth with vehement earnestness, pungent appeal, and fiery rhetoric from every "stump" in the land, *then* see which way the tide of public sentiment will set! In less than twelve months the people would be thundering at the doors of general assemblies *demanding* compulsory laws, and opposition to their enforcement would be as chaff before the storm.

Unless we look more to the education of the people, to their intellectual and moral elevation, the time will come when we shall not have a country of which any good man would care to be President. With an educated and upright people, we may defy the worst man whom God will suffer to be elected President—he cannot do much misehief; while, with an ignorant and depraved people, the best President that ever sat in the seat of Washington would be powerless.

It is to be said, too, that the class that would be chiefly reached by compulsory laws are the very ones most in need of the rescue—the children of the avaricious and depraved, and of the teeming thousands from foreign lands.

THE VERDICT OF STATISTICS.

Finally, the expediency and present necessity of legislative interposition to shield the children of the State from the dangers and the wrong of ignorance may be urged with unanswerable force from the statistics of absenteeism, truancy, and illiteracy in this country. It is an incontrovertible fact that the voluntary plan is but partially successful. The proof is as overwhelming as it is alarming. The evidence is comprehensive and cumulative. It pours in from every State and Territory, and from all the chief cities of the republic. The reports of State and city superintendents, and of the national Commissioner of Education, are burdened with the sad details. The number of absentees and truants in our chief commercial metropolis was reported, eight years ago, as a mighty army, 100,000 strong, and subsequent reports show little comparative improvement. Taking all the States from which reports are at hand, and the number who are even enrolled, in any given year, averages less than half the total school-going population, while the average daily attendance is less than one-fifth of that population.

But the fact that has most to do with the present inquiry is, that a comparison of the statistics of the last decade shows but slight *improvement* in the ratio of attendants to non-attendants, taking all the States, Territories, and cities into the account; while in many the change has even been for the worse—disproving the view that the evil is steadily abating, and that, with better teachers, better methods, and better schools, it will continue to decrease till the minimum is practically reached, without the intervention of law. For in no preceding ten years of our common-school history has progress in the science and methods of teaching, and in whatsoever makes school inviting and effective, been so marked and rapid.

No; we are not "doing well enough" in this matter, as some affirm and try to believe. We must do a great deal better, and make haste about it, too. With the best school *systems*, and, upon the whole, the best schools in the world, as I verily believe—certainly the best *for us*—yet lack we this one thing. And while we palter about imaginary infractions of personal liberty, and fancied assumptions of power by the State, and refuse to invoke the only arm that seems to have power to save, increasing myriads of native-born youth are growing up in illiteracy and vice, and the number is constantly augmented by still more ignorant masses from foreign shores. How long can the country endure this accumulating weight and strain without parting asunder, or settling down into the furrows of the sea? The laws of cause and effect are inexorable and sure. The means of safety are at hand; if we do not use them, no miracle will be wrought to avert our destruction.

CONCLUSION.

Attention has now been invited to the general condition of the school-system as shown by statistics; to the leading provisions of the new school-law, and the changes effected thereby; to the changes believed to be beneficial, and to those from which unfavorable results are apprehended; to the large and excellent results anticipated, and in part already realized, from making the rudiments of natural science a part of the common-school course; to the condition and prospects of the State and county normal schools; and to the facts and arguments in favor of legal measures to secure the educational rights of children, and thereby to arrest the growing evil of non-attendance. It only remains to gather up, in a few brief sentences, the general results for the period covered by the report, and to restate the suggestions and recommendations that have been made with a view to the improvement and increased efficiency of the system.

The schools.—There are in the State three hundred and eighty-five more public schools than there were two years ago, and, by the reports of county superintendents, 9,334 more pupils in the schools. The increase in the number of scholars is in fact considerably greater than the above, probably 10,000 or 15,000 more. For some unknown reason, no reports of attendance were furnished, for 1872, from one of the largest cities in the State, outside of Chicago, and from three or four large villages. The actual increase of pupils in the two years is about 25,000. The figures show a decrease of 9,741 in the average daily attendance in 1872, as compared with 1870. This also, for the reasons just given, is, in part, apparent only, not real. The missing reports would considerably increase the exhibit of daily attendance, and possibly show a small increase over that of 1870 and 1871. But a decrease in this decisive test of school-work—average daily attendance—may be looked for in the future, under the combined influence of the provision requiring the distribution of funds to districts without regard to attendance, and the absence of all legal obligations touching the matter of attendance. The former provision was in effect but one month—September—of the school year, 1872, and its existence had not probably become generally known at that time. Facts recently brought to notice render it certain that, if not repealed or modified, it will hereafter have a very depressing effect upon the element of attendance. The other cause of the lamentably small average daily attendance—absence of legislation in regard to absenteeism—will of course continue to operate, and it is believed with increasing effect, until the proper correctives are applied. Is it not a very grave fact that of the 882,693 persons of lawful school age, only 662,049 were in the schools at all, in 1872; and that less than one-half even of that number were in daily attendance? It is noteworthy that the number of private schools is shown by the reports to have decreased 94, and the number of pupils in such schools 6,217, during the last two years. The whole number of private-school scholars reported in 1872 is 34,784, an element of inconsiderable importance in the matter of absenteeism just referred to, when the entire school census of the State is taken into view. The number of districts sustaining schools for the full legal term of six months is 588 greater than in 1870, while the number failing to have any school at all is 87 less than it was two years ago. The increase in the number of teachers has been, ladies, 510; gentlemen, 333; total, 843. There has also been a slight increase in the average monthly wages paid.

There has been no falling off in the average qualifications of teachers, nor in the amount or quality of the instruction imparted. On the contrary, the period covered by this report has witnessed a marked general advance in the average fitness and attainments of teachers, in their methods of instruction, and in the average net results of their labors. Improvement in all these particulars has been especially noticeable during the last school year, in which, as the figures show, the number of county institutes held, the average length of their sessions, and the number of teachers attending them, have been much greater than in any preceding year since the free-school system was established. The report exhibits the very significant facts that 160 of these temporary county normal schools were held in 1872, each one of nearly 5½ days' average duration, or an aggregate of 866 working-days, equivalent to the continuous session of one institute for more than three years; and that nearly 8,000 different teachers were in attendance. These facts point significantly in the direction indicated—improvement in qualifications and teaching-force—because attendance upon institutes is not obligatory, is always attended with more or less expense to the teacher, and, under the present law, with loss of the time also. Hence the chief motive to attendance can only be a desire for professional improvement. It is asked how these facts and statements consist with the criticisms and strictures given in the former part of the report. It is replied that they are both true and entirely compatible. The allegation of grave defects and short-comings is surely not negatived by the admission of improvement and progress. While re-affirming in the most emphatic manner the belief that the common schools of the State are not accomplishing what they should, either in the amount, kind, or quality of the instruction imparted, and that they never will or can approach the full measure of their beneficent powers and possibilities until the means that have been suggested for their greater efficiency are substantially adopted and carried into effect, it is at the same time affirmed, on the basis of known facts and figures, that more and better school work was done by the teachers of this State during the last school year than in any preceding one. It is not that we are retrograding, nor yet that we are not advancing, but that we are not advancing fast enough, that the present exposition of defects and complaints, with the plea for immediate and radical measures of improvement, has been made. The schools are not feebler and poorer than they were fifteen years ago; they are stronger and better every way; but a different people sits in judgment upon them. In that decade and a half the State has passed into a new era of public opinion and intelligence on the subject of education and schools. Much that once passed unchallenged in school philosophy and practice is now confronted and interrogated by citizens who, having given some thought to the subject, have opinions of their own, and decline any longer to take everything of that nature on trust.

THE SCHOOL LAW—AMENDMENTS.

County superintendents of schools.—In accordance with the views advanced in the preceding pages of this report, I respectfully advise and recommend the adoption and pursuance hereafter of the following course in respect to county superintendents of schools:

1. That they be considered and treated as officers or agents of the State, in connection with the free-school system, and not as county officers, in the ordinary sense; and that they continue to be elected by the people, as now, or appointed by the governor, with the advice and consent of the senate, as may, upon due reflection, be regarded as most conducive to the efficient administration of the school system and to the best interests of public education.

2. That, whether elected or appointed, suitable conditions be imposed, compliance with which shall be necessary in order to render a person eligible to the office of county superintendent of schools; that the conditions and qualifications so imposed and required shall be just and reasonable; so prescribed and adjusted as, on the one hand, to insure the services of competent, faithful, and upright men, while, on the other hand, no really capable and suitable person shall be excluded from the office by reason of any unwisely arbitrary or inflexible rules. It is believed that such an adjustment of conditions and qualifications is practicable.

3. That all county superintendents of schools, whether appointed or elected, be required to devote their entire time to the educational and general duties of the office in such manner as, in their judgment, the interests of the common schools in their respective counties, and the general good of the system of public education, may seem to require.

4. That the proper authorities of each county be required to provide and suitably furnish an office for the use of the county superintendent of schools.

5. That authority to examine and license teachers of common schools, under the general school law, in each county, and to renew or revoke certificates, be vested in the county superintendent exclusively; all examinations to be conducted by him in person, or through examiners by him appointed, and no county certificate to be valid without his official signature.

6. That all commissions, percentages, and per diem, now allowed county superintendents of schools, by law, be repealed and abolished, and, in lieu thereof, that each and all of said county superintendents be paid a fixed and definite annual salary, the amount thereof to be designated and prescribed in the school law; which salary shall be in full for all official services rendered and all official duties performed by them, of whatsoever kind, and sufficient in amount to properly remunerate and support, in each county of the State, a superintendent of schools possessing the before-mentioned qualifications.

7. That with reference to the salaries of county superintendents of schools, the counties of the State be divided into five or more classes, according to population, as shown by the Federal census of 1870, the superintendents in the several counties comprising any given class to receive each the same salary, provided that the lowest salary allowed the several superintendents of any class shall not be less than one thousand dollars, nor the highest more than three thousand dollars.

8. That the salaries of each and all of said county superintendents of schools, after the same shall have been fixed and determined by law as aforesaid, be paid out of the State treasury quarter-yearly, on the warrant of the auditor of public accounts, from the school fund; and that the amount so paid to the county superintendent of each county be annually deducted by the auditor from the distributive share of the State school funds accruing to such county.

The two-mill State school-tax.—I respectfully advise and recommend that the designation of a particular rate of school tax, to be levied by the auditor for the support of common schools, be discontinued and dispensed with, and that, in lieu thereof, a specific annual sum be appropriated by the general assembly for the support of common schools, leaving the auditor to determine, from time to time, according to the aggregate assessed valuation of property in the State returned to him, the rate necessary to produce the amount so appropriated. There are believed to be many good and sufficient reasons for this change in the mode of raising the funds necessary for the support of common schools, and that the effect would be in all respects favorable to the educational interests of the State. I also recommend that the amount of common-school revenue raised directly by the State be largely increased, so that the local district school taxes may be proportionally diminished, and the burdens and benefits of the school system, financially considered, more nearly equalized. I do not think it would be advisable to entirely relieve the inhabitants of the several school districts from the necessity of a supplementary local tax, but there is little probability of that, as it would require the State appropriation to be increased more than five times the present amount. I am of the opinion, however, that if the sum now appropriated by the State were doubled, it would prove a wise and beneficial measure.

Apportionment of funds to school districts.—I further advise and recommend that the

former rule for the apportionment of funds by boards of township trustees to school districts be restored; that is, that one-half of said funds be distributed to districts in proportion to the number of children under twenty-one years of age in each respective district, and the other half in proportion to the attendance certified in the schedules, as heretofore.

The school month.—For the reasons mentioned in the preceding part of the report, I recommend that twenty school days be established as the legal common-school month in this State; that the phrase "school days" be held to mean all the days of the week except Saturday, Sunday, and the legal school holidays; that by "legal school holidays" shall be understood the following, and no others: The first day of January, the fourth day of July, the twenty-fifth day of December, and any day or days appointed or recommended by the governor of this State, or by the President of the United States, as a day of fast or thanksgiving; that teachers shall not be required to teach on any of such legal school holidays, and that when any such holiday occurs during a term of school, it shall be counted in and as a part of such term of school, whether school be actually holden on said day or not. It is considered important, to prevent misapprehension and confusion, that these several points be explicitly determined and settled by law.

Unlawful exclusion of pupils.—I recommend that more adequate penalties, and surer and speedier modes of redress, be provided in cases where boards of school directors, or boards of education, unlawfully neglect or refuse to furnish and secure to all children justly and legally entitled thereto, the right and opportunity to an equal education in the free schools under the control of such boards.

Institutes for special and general instruction.—I advise and recommend that a system of institutes of instruction be organized, established, and put in operation during the ensuing two years, under State control, in such form as may be considered wise and expedient, the objects of which shall be to improve the qualifications of teachers and those about to teach, and to enlighten the people in regard to education, and arouse in their minds a proper interest in the subject; that, in furtherance of these ends, it be provided that instruction shall be given in such institutes, to the teachers, in the art and methods of teaching; special attention being given to the branches of study usually taught in the elementary free schools, and more particularly to the rudiments of the natural sciences recently added to the common-school course of studies; and that addresses shall be delivered to the people on matters of education, science, the relations of the common schools to the arts, industries, prosperity, and happiness of the commonwealth, and any other subjects, the discussion of which will tend to increase the intelligence of the people, and attach them more closely and wisely to our grand system of public education; and that, to meet the expenses of such institutes, the sum of ten thousand dollars per annum be appropriated, for the next two years, from the State treasury, to be drawn therefrom in such manner, and upon such orders and vouchers, as may be prescribed by law. Some of the considerations upon which this recommendation is based may be found in the preceding part of the report. I cannot adequately express my sense of the importance of this measure at this time, nor my estimate of the good results that would follow its adoption. It is again most earnestly commended to the favorable notice and enlightened action of the general assembly.

Educational rights of children.—And finally, it is respectfully advised and recommended that those who have the control of children be required, by appropriate legislation, to see that such children have the opportunity to acquire a good common-school education, either by sending them to the public schools for the necessary period, or by providing for them, and securing to them, some other equal educational facilities. Some of the reasons for believing that such legislation is constitutional, necessary, and expedient, have already been given.

With these few amendments and additions to the school law, and to the working educational forces of the State, it may reasonably be anticipated that the free schools of Illinois will enter upon a period of greatly increased prosperity, efficiency, and usefulness.

CHICAGO.

THE FIRE.

The latest history of the schools of this city includes the record of the great fire, a calamity to the educational as well as business interests of the community. Before this misfortune, both private and public institutions of learning were in excellent condition. The fire destroyed fifteen fine school-buildings, of which ten were owned by the city. The loss of these last amounted to $249,780, and left 10,000 children without school accommodations and 100 teachers out of employment. These were promised places as soon as vacancies occurred, and hence no examinations have since taken place, as no teachers have been needed beyond those already employed.

PUBLIC SPIRIT OF THE TEACHERS.

While yet in doubt as to the extent of loss by the fire and whether the schools could be sustained, the teachers of the city unitedly offered to continue their work till the close of the year, regardless of compensation. The offer was accepted, and all the children, on application, were, as soon as possible, re-installed in some school.

EFFECTS OF THE FIRE.

The examinations for the year, and especially for admission to the high school, have shown no appreciable difference; and, although the progress of pupils has been affected by the frequent changes, the instruction has been as thorough as before.

The year closed with only 2 per cent. less pupils than it began, though the teaching force had been reduced 20 per cent.

The schools have suffered most from irregular attendance, and also in the necessary withdrawal of many of the older pupils; yet this last is compensated for by the examples of heroism manifested in the struggles of some to complete their course.

The evening schools have not been resumed since the fire.

Generous relief, both in money and clothing, was forwarded to the teachers and pupils from various sources, and carefully distributed among them.

BOARD OF EDUCATION.

An entire new board, consisting of fifteen members, was nominated by the mayor on the 1st of July.

SCHOOL-BUILDINGS.

Four of the burned school-buildings have been re-erected in the north division, and another, in place of two which were destroyed, was expected to be completed by the 1st of January. Four new buildings have also been erected at a cost of $188,454.16 for buildings and lots, and $7,958.85 for furniture. Additional accommodations are needed, especially on account of the increase of the mechanic and laboring population to rebuild the city.

INCREASE OF SCHOLARS.

There has been an increase of over 100 per cent. in the last seven years, and it was believed that the fall term would open with not far from 35,000 pupils.

BRANCHES OF STUDY.

Particular attention is paid to music, and at the close of the last year all the grammar grades were examined for the first time in reading music at sight. German is very generally taught, and over 4,500 pupils of the public schools are studying that language. Greek, Latin, and French, in addition, are taught in the high school.

THE HIGH SCHOOL.

Notwithstanding the disadvantages occasioned by the fire, the closing examinations of this school compare favorably with those of former years. There were fifty-four graduates at the last anniversary.

THE NORMAL SCHOOL.

The normal department of the high school became an independent school in 1871. The first graduating class of the department consisted of one member; the school now contributes about twenty-five teachers annually to the service of the city, and these have been almost uniformly successful in their work. All but three of the alumni of the normal school have taught in the public schools.

A school of practice, consisting of divisions from one of the district schools, is located in the normal building, and the pupils of the normal school are required to teach in this at least two consecutive weeks before graduation, in order to acquire, under proper supervision, correct modes of discipline and instruction. They are also frequently called into practice to supply temporary absences of teachers in the city schools.

All applicants for positions in the public schools, whose qualifications are approved by the board of education, but who are without experience in teaching, are required

to spend some time in the departments of the normal school, there to demonstrate their ability for practical work.

A higher standard of scholarship is now required for admission than formerly, which is responded to by enlarged preparation on the part of candidates, and no falling off of numbers.

Hereafter two classes will be graduated annually.

JACKSONVILLE.

THE PORTUGUESE ELEMENT.

The few following facts are offered in answer to the many inquiries that have been made in regard to the Portuguese element in the city and schools of Jacksonville:

It is about twenty years since a number of Portuguese, driven from their homes in the island of Madeira by religious persecution, fled to the United States. The peculiar advantages offered by Illinois induced them to settle in that State, dividing their numbers about equally between Jacksonville and Springfield. The first colony numbered about 300. Since then many more have arrived, so that there are now about 1,200 Portuguese in Jacksonville. They were very destitute when they arrived, but through their industry and frugality nearly every family has secured a comfortable home. They have established two Protestant churches, in which service is conducted in their native language. The number of Portuguese children in the public schools is 230.

STATE NORMAL UNIVERSITY.

This institution closed its fifteenth year in June, 1872. At the closing exercises of the term, the president, in his address, stated that, since the founding of the institution, there have been in the normal school 2,617 pupils, making the admissions on an average 174¼ per year. But for the last two years the admissions have averaged 266⅔ per year. In the model school the total attendance has been 2,626. Over 700 pupils of the university are engaged in teaching, and of these 75 are acting as principals or superintendents. The cost of education per pupil is $91.61. The number of graduates has been 200 in the normal and 17 in the high school.

FUNDS DERIVED FROM UNITED STATES GRANTS.

The institution has been mainly supported by the interest of the college and seminary fund. This has usually been spoken of as a State appropriation. But it does not come as a gift from the State. It is the interest on a fund donated by Congress for the maintenance of a State institution of learning. The State is only a trustee of the fund.

MODEL DEPARTMENT.

The model department is divided into three grades—high, grammar, and primary. The permanent teachers are assisted by the pupil-teachers from the normal school. The classical course is very thorough. Young men who have taken this course enter Harvard or Yale without conditions.

An additional course of study has been arranged to meet the demands of the new "school law." All the students have an opportunity to take this course.

MUSEUM AND LIBRARY.

The museum and library formerly belonging to the Illinois Natural History Society are in the university building, and to these the students of the university have access under suitable restrictions. The museum has an exceedingly valuable collection, and the contents are nearly all catalogued in a manner most convenient for reference.

PUBLIC EDUCATIONAL LECTURES BY THE FACULTY.

President Edwards stated in his address that most of the counties in the State had been visited by some of the normal faculty, for the purpose of lecturing upon educational topics and giving instruction at institutes. Altogether, 349 institutes have been attended and 503 addresses delivered.

The condition of the university in every way leaves nothing to be desired.

COOK COUNTY NORMAL AND TRAINING SCHOOL.

The number of different pupils who have belonged to this school since its organization is 316. Of these, 86 have completed the course of study and received diplomas. Normal students are required to practice in the model-school from five to twenty days each year of their attendance at the school.

GERMAN-ENGLISH NORMAL SCHOOL.

In this institution students are prepared to teach in either German or English schools. Its departments are normal, preparatory, academic, and a model-school. A class in horticulture receives theoretical and practical instruction. There are two libraries—one German and one English.

ILLINOIS INDUSTRIAL UNIVERSITY.

The grounds occupied by the university embrace about 623 acres. The new university building is one of the most spacious and convenient on this continent. It is 214 feet in length, with a depth on the wings of 122 feet. This building is designed wholly for public use. The library wing is fire-proof, and contains five large halls devoted to the library and various cabinets and museums. The new mechanical building and drill-hall is of brick, 128 feet in length by 88 feet in width. The barns and greenhouses are extensive and valuable.

Besides these lands and buildings, which are, with furniture, library, &c., valued at $300,000, the university owns 25,000 acres of well-selected lands in Minnesota and Nebraska. Its endowment funds amount to $364,000; other property is valued at $33,000. The State has appropriated $25,000 to the agricultural department; $20,000 to the historical department; $25,000 for mechanical building and drill-room; $75,000 for the erection of the main building; $10,500 to furnish the chemical laboratory; and $20,000 for library and apparatus.

The university embraces the following colleges and schools: 1. The college of agriculture, subdivided into two schools—one of agriculture proper, the other of horticulture and fruit-growing. 2. The college of engineering, subdivided into four schools—mechanical science, civil engineering, mining engineering, and architecture. 3. The college of natural science, subdivided into two schools—chemistry and natural history. 4. The college of literature and science, subdivided into two schools—English and modern literature and ancient languages and literature. There is also a school of commerce, a school of military science, and a school of domestic science and arts.

The studies are elective, but the completion of one of these courses, or of the equivalents allowed in it, will be required to entitle the student to graduate.

CO-EDUCATION OF THE SEXES.

The purpose of the school of domestic science and arts is to provide a full course of instruction in the arts of the household and the sciences relating thereto. The instruction in this school was to begin with the college year, September, 1872, and to be developed as fast as practicable. Other schools, especially adapted to the wants of women, will be opened as fast as the means in the possession of the university will permit. Young ladies have free access to all the departments of the university, and several are already pursuing studies in the schools of chemistry, horticulture, architecture, and commerce.

It is expected that the old university building will be thoroughly refitted and devoted to the use of lady students and to the schools of domestic science and other schools for women, when the new building is fully prepared and occupied. But a year must elapse before the transfer can be effected. To meet the present want, arrangements are in progress to open near the university a boarding hall for ladies.

Labor is not compulsory, but is furnished, as far as possible, to all who desire it. Students, however, can not count upon paying more than one-half their expenses by working.

UNIVERSITY OF CHICAGO.

The small attendance at the law school of this university during the past year is owing to the fact of the law-school building having been destroyed in the fire of October, 1871, and the students scattered among the other schools.

LIBRARY AND MUSEUM.

Large additions have recently been made to the library, museum, and apparatus. The Hengstenburg library, containing about 13,000 volumes, and including one of the most valuable theological libraries in the country, is now put up in the university. A collection of 3,500 coins has been presented to the university by Rev. Miles Sanford, D. D., of Philadelphia.

SCIENTIFIC APPARATUS.

Among late donations of apparatus, are a Ruhmkorff's induction coil, one of the largest ever imported, and a full set of the famous Geissler's tubes. The Dearborn ob-

servatory, which forms the astronomical department of the university, contains the largest telescope in the country. During the year arrangements were completed for the organization of a course in practical chemistry. The laboratory is quite new, and one of the best equipped in the West.

To meet the wants of the different classes of students, arrangements have been made for instruction in the branches necessary to a commercial education.

Students may reside at the university and pursue studies for a longer or shorter time, in any of the classes, at their own election, subject to the regulations of the faculty.

The site of the university was a gift of the late Senator Douglas. The accommodations have lately been increased by the completion of the main building, 136 by 72 feet. The cost of this building was over $117,000.

The institution hitherto known as Wayland University, located at Beaver Dam, Wisconsin, has passed under the control of the university, and will hereafter be conducted as a preparatory department of that institution. The university has also leased the building recently erected at Winnetka, Illinois, 16 miles north of Chicago, for the purpose of maintaining a preparatory department at that place. These schools are open to both sexes. It is intended gradually to develop, in connection with the first named of these schools, a complete collegiate course of studies for young ladies, graduates of which shall receive the diploma of the University of Chicago.

SHURTLEFF COLLEGE.

The departments of study are theological, collegiate, academic, and preparatory. By a late act of the board of trustees, the preparatory and collegiate departments are open to both sexes. The wisdom of this action has been successfully tested during the current year. Students who do not propose to pursue a regular course of studies can recite in any of the classes of the preparatory and collegiate departments in which they can maintain an honorable standing. A phonographic department has been established, under the care of a practical phonographic reporter.

WHEATON COLLEGE.

This institution offers a ladies' course in each of its departments. A normal class and a commercial department are conducted in connection with the college.

As at Mount Holyoke and other like institutions, all the young ladies residing in the building, in addition to the care of their rooms, will work one hour each day in the household.

The new college buildings, erected at a cost of $50,000, have been completed, and were opened for students in September, 1872.

SAINT IGNATIUS COLLEGE.

This institution, conducted by members of the Society of Jesus, is regularly chartered and empowered to confer all the degrees usual in colleges and universities. There are two courses of study, classical and commercial. There is also a preparatory department.

ILLINOIS WESLEYAN UNIVERSITY.

This institution is under the joint patronage of the Illinois and Central Illinois annual conferences of the Methodist Episcopal Church, which annually appoint committees to supervise the examinations and general management of the institution. Ladies and gentlemen are admitted on equal terms.

A scientific course has been arranged for those who do not desire the regular college course. There is also a preparatory department, offering the advantage of a first-class academy.

The endowment fund of the college is nearly $200,000. A new building, costing over $100,000, has lately been completed.

LOMBARD UNIVERSITY.

This is open to both sexes. There are two departments of instruction, collegiate and preparatory. The collegiate includes three courses of study, classical, scientific, and literary. Each of these courses occupies four years.

EUREKA COLLEGE.

Five courses of study are offered: collegiate, biblical, normal, commercial, and musical. The collegiate department comprises four courses: preparatory, baccalaureate, scientific, and academic. Ladies are admitted to all the departments on the same footing as gentlemen. The number of students has averaged over 200 annually since the organization of the college.

MONMOUTH COLLEGE.

This institution comprises four departments: a collegiate department, (including a classical and a scientific course,) an academical department, a musical department, and an art department. Ladies are admitted to all the courses of study. Instruction is given in Hebrew sufficient to enable the student to enter an advanced theological class. Students completing the normal course will be entitled to a teacher's diploma. The geological cabinet of the college is one of the finest in the State.

WESTFIELD COLLEGE.

This institution is under the control of the Illinois, Central Illinois, and Lower Wabash conferences of the United Brethren in Christ. In addition to the classical and scientific courses, there is a teachers' or normal course, so organized as to meet the requirements of the new school law. Teachers' certificates will be issued to students completing this course. Ladies and gentlemen are admitted on equal terms.

EVANSTON COLLEGE FOR WOMEN.

The report of this college contains the remark, that "while it is true that many institutions are now nominally open to women, it is equally true that, without special provision for convenient and economical residence, and for such studies as they may wish to undertake, not found in the university curriculum, the advantage is often more nominal than real." This institution, under the direction and control of a board of lady trustees, seeks to make these special provisions, and to aid the Northwestern University to accomplish the task it has undertaken—the higher education of women.

CONSOLIDATION WITH THE NORTHWESTERN FEMALE COLLEGE.

The history of the Northwestern Female College, established at Evanston seventeen years ago, is inherited by the new college, which adopts as its own the alumni of the old college, and will use its building until next year, when its own will be completed.

The students of the college receive the greater part of their instruction from the faculty of the Northwestern University. While the classical and scientific courses of the university are open to ladies, who upon completing either will receive the corresponding diploma, another course has been arranged for those who prefer to give to the modern languages and history greater prominence than to the classics and higher mathematics. This course is shorter by one year than the courses of the university, and gives more scope to the choice of the student. The departments of music and the fine arts offer extraordinary facilities. The library of the Northwestern University, its reading-room and cabinet, are open to the students of the ladies' college.

Evanston is the most important suburb of Chicago, and the location of the college is in every way desirable and advantageous.

ILLINOIS FEMALE COLLEGE.

In addition to the course pursued in first-class academies, there are three departments: music, art, and business. The college library is large and valuable.

ALMIRA COLLEGE.

This institution is for young ladies. The collegiate course occupies four years, but pupils are encouraged to add another year to their course, that they may attain a higher culture in the languages, fine arts, and literature. A preparatory department is connected with the college.

ROCKFORD SEMINARY.

This institution has four departments: collegiate, (including a classical and scientific course,) preparatory, musical, and the department of drawing and painting. A normal class is formed when desired. The seminary originated in connection with Beloit College, and its founders designed to make liberal provisions for the thorough collegiate education of young ladies. Its charter gives full college powers.

JENNINGS SEMINARY.

The name was changed from Clark Seminary in 1869. There are five courses of study: classical, scientific, preparatory, commercial, and musical. Equal advantages are offered to ladies and gentlemen.

FERRY HALL.

This institution was organized as the "Ladies' collegiate and preparatory department of the Lake Forest University." Since its inauguration, three years ago, it has met with the most gratifying success.

The plan provides for a preparatory course, a collegiate course of four years, and thorough instruction in music, drawing, and painting. A university course, for the further pursuit of classics and the arts, will be provided for those who desire it.

RUSH MEDICAL COLLEGE.

This college announces its thirtieth annual course of lectures. The buildings of the college were destroyed in the fire of October, 1871. Temporary lecture and dissecting rooms are erected on the Cook County Hospital grounds. The Cook County commissioners having decided to erect permanent buildings, the trustees of the medical college have concluded to erect a new building in connection with the county hospital. The proximity to the county hospital, which is the largest in Chicago, offers superior advantages for clinical instruction. This is considered as more than a compensation for the great loss sustained by the destruction of the splendid college building.

BENNETT COLLEGE OF ECLECTIC MEDICINE AND SURGERY.

Among the advantages of this institution is a capital of $50,000, free from all taxation. The old college building was destroyed in the fire of October, 1871. A new and commodious building has since been purchased. The course of instruction is complete and thorough in every department. The system of practice taught is genuinely eclectic. A free dispensary is established at the college, which affords opportunity for practice to students, and they have access to Cook County Hospital, one of the largest and best arranged in the country.

THEOLOGICAL SEMINARY OF THE NORTHWEST.

This seminary is conducted under the auspices and in the interests of the Presbyterian Church. The course of study occupies three years. The requisites for admission are, a connection with some evangelical church, and a regular course of collegiate study.

GARRETT BIBLICAL INSTITUTE.

This institution was first established for the benefit of young men of the Methodist Episcopal Church, but is now open to all evangelical denominations. It is aided in the instruction of its students by the Northwestern University and its preparatory school. These institutions and the biblical institute are located together on the same grounds. For those students who can study only a limited time, a partial preparatory and theological course has been arranged. Both the institute library and the university library are open to students of the institute. Tuition is free.

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE BLIND.

The biennial report for 1869–70 states that the number of pupils had increased to 80, and the building was crowded to its utmost capacity. In April, 1869, the building was destroyed by fire. Another one was erected on the same site, but with only about half the capacity of the former one. The school is continued in all its departments, with as much advantage to the pupils as the limited room permits. Many applicants have to be refused for want of accommodation. On this ground a strong appeal is made to the legislature for funds to enlarge the building.

HOME FOR THE FRIENDLESS.

This benevolent institution, located in Chicago, makes its thirteenth annual report: The number of inmates at the beginning of the year was 77. The number admitted during the year was 1,582, of whom 1,008 were adults and 574 children; the number left 1,440. Of the children, 58 have gone to permanent homes and 31 have died. The average attendance in the school-room has been about 48. In the industrial department twenty-five girls between the ages of 13 and 17 have received instruction. Three-fourths of the income of the Home was cut off by the ravages of the fire of October, 1871. Enough is left to pay the running expenses of the school and mission, and this is largely increased by donations.

CHICAGO REFORM SCHOOL.

The guardians of this institution make their last report: While regarding with satisfaction the good that has been accomplished and expressing profound regret at the combined circumstances which necessitated the discontinuance of the institution, they fully indorse the action of the legislature in passing the "transfer bill," relieving the city of Chicago from the expense of maintaining "convicted" juvenile offenders when the State has provided a school for that purpose. As the law now stands, the school, since the beginning of 1871, has been used as a prison, the commitments and discharges being in accordance with prison rules, and though the reformatory measures were not relaxed, the guardians could not consistently carry out all the duties imposed on them by the law.

The total number in school during the year was 212; number discharged, 42; granted tickets of leave, 127; returned to care of parents, 12; escaped, 14; died, 1; transferred, 15; whole number sent out, 212; the whole number of inmates received into the institution since its opening, November, 1855, is 1,284; number sent out, 1,254; died, 30. Of the whole number received only 217 were of American parentage; the average age of admission was 12 to 13. Since the change in the law, during 1872, the average age of commitment has been 14 to 15.

As a reformatory institution the Chicago Reform School has been a grand success. It well repayed the outlay of time and money until the adverse decision of the supreme court, by which the law giving the power to care in this way for the ignorant and destitute was declared null and void, and the institution was restrained from continuing to perform the work for which it was called into existence. In other words, the ignorant, idle, and destitute had to become criminals before they could legally be placed in the reform school. This left the board of guardians almost powerless to carry on the work of reformation to a successful issue, for on the very day that a boy's sentence expired, then guardianship over him ceased.

In 1871 the city agreed to remove the institution and deliver the grounds and improvements to the county for the sum of $50,000, and a bill was passed in the legislature providing for the transfer of the sentenced inmates to the reform school at Pontiac.

ILLINOIS INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED CHILDREN.

This institution, which was inaugurated as an experimental school for the education of feeble-minded children, has been so successful in training this unfortunate class that at the last session of the general assembly it was organized upon an independent basis, and was incorporated as one of the permanent charitable institutions of the State. The education furnished by the institution will include not only the simpler elements of instruction usually taught in the common schools, when that is practicable, but will embrace a course of training in the more practical matters of every-day life. The improvement and progress of the pupils have been very encouraging. This is a State institution; board and tuition are free during the school year of ten months.

CHICAGO ACADEMY OF SCIENCES.

The board of trustees has determined to rebuild the academy on the old lot on Wabash avenue. Work has been commenced upon the building, and it is progressing rapidly. It is expected that the library-room of the academy will be ready for use very soon, and it will be promptly occupied.

The officers of the board for the present year are, Colonel J. W. Foster, president; Dr. Norman Bride, recorder.

DEATH OF REV. S. FOSTER.

Rev. Samuel Foster died at Washington Heights April 1, 1872.

He was born at Hartland, Connecticut, 1799; graduated at Yale College, 1828; studied theology at New Haven, and was licensed to preach 1830; commissioned by the American Home Missionary Society, and started for Illinois in a buggy September 5, 1832; arrived at Springfield, over 1,200 miles, in just thirty traveling days; labored in different places in the State, forming churches and establishing schools, with great devotion and success till death.

DEATH OF F. A. LORD, M. D.

Frederick Augustus Lord, M. D., Professor Physiological and Medical Chemistry, in Hahnemann Medical College, Chicago, died of fever, September 13, 1872.

He was born at Lyme, Connecticut, 1837; graduated at Beloit College, Wisconsin, 1857; studied medicine with Dr. George E. Shipman, of Chicago, and attended the usual course of medical instruction at Ann Arbor, Michigan; graduated with high honors, and

returned another year to take a special course in chemistry; practiced four years successfully at Sycamore, Illinois; elected professor at Hahnemann Medical College, where he again distinguished himself by his industry, zeal, and thoroughness; also conducting an extensive and growing practice. His attainments as a scholar, his careful and thorough culture, his skill as a physician, his accomplishments as a gentleman, and his perfect integrity as a man, all combined to render him one of the brightest ornaments of the profession.

ILLINOIS STATE TEACHERS' ASSOCIATION.

The eighteenth annual meeting of this association was held at Dixon, December 26, 27, and 29, 1871.

President J. H. Blodgett, of Rockford, gave a general account of school matters in his portion of the State; J. Wilkinson, of Lincoln, Jephtha Hobbs, of Shelbyville, and Matthew Andrews, of Macomb, gave statements of progress in educational work in their respective neighborhoods, after which the president gave his annual address. He spoke of the free public-school system as unknown in Illinois twenty-five years ago, and, after reviewing the progress in this and various other directions during that period, he urged that personal consecration to his work on the part of the teacher was the most important preparation for his duties. The times demand the multiplication of men and women devoted to exalted principles, with faith enough to work on in consciousness of right, without impatience to see the results which are sure to come. Colonel L. H. Potter, of Soldiers' College, Fulton, spoke on "Religion in the public schools."

On the second day the association was divided into sections—high-school, intermediate, and primary. In the high-school section a paper was read by Edwin P. Frost on "Natural sciences; to what extent shall they be taught?" A discussion of the subject followed, which was generally participated in.

In the intermediate and primary sections "Analysis in reading," "Course of study in geography," "Oral instruction," and "Method in reading," were among the topics presented and discussed.

"The school law of Illinois" was the subject of an address by Hon. Newton Bateman; and the "New departure in education" was presented in an address by D. L. Leonard, of Normal.

Officers elected: President, J. B. Roberts, Galesburgh; secretary, William Jenkins, Ottawa; treasurer, P. R. Walker, Creston.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Illinois was the fourth State in population, having 2,539,891 inhabitants, within an area of 55,410 square miles—an average of 45.84 persons to the square mile. This population consisted of 2,511,096 whites, 28,762 colored, 1 Chinese, and 32 Indians. Of these 2,024,693 were native, and 515,198 foreign-born. Of the native residents of the State 1,181,106 whites, 8,387 colored, and 10 Indians were born within its borders; of the foreign-born inhabitants, 203,766 were born in Germany, 5,387 were born in England, and 120,162 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 548,225 persons attended school, of whom 25,286 were foreign-born. The white scholars numbered 545,897, of whom 284,084 were males and 261,813 females. The colored scholars numbered 2,324, of whom 1,169 were males and 1,155 females. One female and 3 male Indians were also reported.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 133,584, of whom 42,989 were foreign-born.

Age, sex, and race of illiterates.—Of the 123,624 white illiterates, 11,865 were from 10 to 15 years old, of whom 6,562 were males and 5,303 females; 14,101 were from 15 to 21 years of age, of whom 7,208 were males and 6,893 females; 97,658 were 21 years old and over, of whom 40,801 were males and 56,857 females. Of the 9,950 colored illiterates, 660 were from 10 to 15 years old, of whom 335 were males and 325 females; 1,239 were from 15 to 21 years old, of whom 620 were males and 619 females; 8,051 were 21 years old and upward, of whom 3,969 were males and 4,082 females. Five male and 5 female Indians were also reported, 21 years old and over.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 11,835, having 24,056 teachers, of whom 10,411 were males and 13,645 females; and 767,775 pupils, of whom 389,955 were males and 377,820 females.

Amount and source of educational income.—The total income of all the educational institutions was $9,970,009, of which $252,569 were derived from endowments, $6,027,510 from taxation and public funds, and $3,689,930 from other sources, including tuition.

Public schools.—The 11,050 public schools had 20,097 teachers—8,971 males and 11,306 females, with 677,623 pupils, of whom 343,445 were males and 334,178 females. They possessed a total income of $7,810,265, of which $5,858,249 were derived from taxation and public funds, and $1,952,016 from tuition and other sources.

Colleges.—The 26 colleges had 223 teachers, 190 males and 33 females, and 4,657 students, of whom 3,930 were males and 727 females. They had a total income of $271,065, of which $109,210 were derived from endowment, $25,000 from taxation and public funds, and $136,855 from tuition and other sources.

Academies.—The 32 academies had 225 teachers, 64 males and 161 females, with 4,690 pupils—1,394 males and 3,296 females. They possessed an income of $257,643, of which $20,421 were derived from endowment and $237,222 from tuition and other sources.

Private schools.—The 531 private day and boarding schools had 1,526 teachers, 491 males and 1,035 females, with 41,456 pupils, of whom 21,414 were males and 20,044 females. They possessed a total income of $966,262, of which $5,000 were derived from endowment and $961,262 from tuition and other sources.

Libraries.—There were 3,705 public libraries, with 924,545 volumes, and 9,865 private libraries, with 2,399,369 volumes; making 13,570 libraries, containing 3,324,914 volumes.

The press.—The 505 periodicals had an aggregate circulation of 1,722,541 copies, and an aggregate annual issue of 113,140,492 copies.

Churches.—Of the 4,298 church organizations, 3,459 possessed edifices with 1,201,403 sittings, and the church property was valued at $22,664,283.

Pauperism.—Of the 2,363 paupers, 1,213 were native whites, 41 native colored, and 1,109 foreigners.

Crime.—Of 1,795 persons in prison June 1, 1870, 1,229 were native whites, 143 native colored, and 423 foreigners; 1,552 persons were convicted during the year.

Age and sex of population.—Of the total population, 818,766 persons were from 5 to 18 years old, of whom 414,547 were males and 404,219 females; 1,809,606 persons were ten years old and over, of whom 946,717 were males and 862,889 females.

Occupations.—There were 742,015 persons of these ages engaged in various occupations, of whom 678,732 were males and 63,283 females; 376,441 persons were engaged in agricultural pursuits, of whom 375,407 were males and 1,034 females; 151,931 in personal and professional services, of whom 99,337 were males and 52,594 females; 80,422 in trade and transportation, of whom 79,876 were males and 546 females; 133,221 in manufactures and mechanical and mining industries, of whom 124,112 were males and 9,109 females.

Age and sex of working population.—Of the 742,015 employed persons, 25,551 were from 10 to 15 years old, of whom 21,742 were males and 3,809 females; 687,303 were from 16 to 59 years old, of whom 628,593 were males and 58,710 females; 29,161 were 60 years old and over, of whom 28,397 were males and 764 females.

SCHOOL OFFICIALS.

Hon. NEWTON BATEMAN, *State superintendent of public instruction, Springfield.*

COUNTY SUPERINTENDENTS.

Counties.	Superintendent.	Post office address.
Adams	John H. Black	Quincy.
Alexander	John C. White	Cairo.
Bond	Rev. Thomas W. Hynes	Greenville.
Boone	William H. Durham	Belvidere.
Brown	Hon. John P. Richmond	Mount Sterling.
Bureau	Rev. Albert Ethridge	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	Louisville.
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	William L. Conron	Piper City.
Franklin	Robert R. Link	Benton.
Fulton	Horatio J. Benton	Lewistown.
Gallatin	Nathaniel P. Holderly	Ridgway.

COUNTY SUPERINTENDENTS—Continued.

Counties.	Superintendent.	Post-office address.
Greene	Caleb A. Worley	Carrollton.
Grundy	Hiram C. Goold	Morris.
Hamilton	George B. Robinson	McLeansborough.
Hancock	Rev. William Griffin	Carthage.
Hardin	John Jack	Elizabethtown.
Henderson	R. P. Randall	Olena.
Henry	Henry S. Comstock	Cambridge.
Iroquois	L. T. Henins	Oakalla.
Jackson	John Ford	Murphysborough.
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	Charles G. Tarbell	Wauconda.
La Salle	George S. Maywood	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 McHenry	Salem.
Marshall	Thomas J. Shon	Varna.
Mason	Henry H. Morse	Havana.
Massac	William H. Scott	Metropolis.
McDonough	Lloyd H. Copeland	Macomb.
McHenry	Gardner S. Southworth	Woodstock.
McLean	John Hull	Bloomington.
Menard	William H. Berry	Petersburgh.
Mercer	Frederick W. Livingston	Keithsburgh.
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	Harrisburgh.
Sangamon	Warren Burgett	Springfield.
Schuyler	Jonathan R. Neill	Rushville.
Scott	James Callano	Winchester.
Shelby	Anthony T. Hall	Shelbyville.
Stark	Bartlett G. Hall	Toulon.
Saint Clair	James P. Slade	Belleville.
Stephenson	Isaac F. Kleckner	Freeport.
Tazewell	Stephen K. Hatfield	Tremont.
Union	Philip H. Kroh	Jonesborough.
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 J. McClintoe	Carmi.
Whitesides	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 report of Hon. Milton B. Hopkins, State superintendent, for the scholastic years ending August 31,1871, and August 31, 1872.]

SCHOOL FUNDS.

These are of three classes—productive, contingent, and non-productive. The productive or interest-bearing fund comprises—

The congressional-township fund	$2,281,076 69
The saline fund	85,000 00
The surplus-revenue fund	573,502 96
The bank-tax fund	80,000 00
The sinking-fund	4,767,805 89
Total	7,787,385 54

These are classified as productive funds, because the entire amount of each fund, or nearly so, is now bearing interest in favor of the schools.

The contingent fund comprises the proceeds of fines, forfeitures, escheats, swamp-lands, and taxes on corporations.

The non-productive fund is composed of the sixteenth sections (17,882 acres) that remain unsold.

These different funds form the principal of the

COMMON-SCHOOL FUND.

Non-negotiable bonds	$3,591,316 15
Common-school fund	1,666,824 50
Sinking-fund, (distributed,) at 8 per cent	569,139 94
Congressional-township fund	2,281,076 69
Value of unsold congressional-township lands	94,245 00
Saline fund	5,727 66
Bank-tax fund	1,744 94
Escheated estates	17,866 55
Sinking-fund, (last distribution)	67,067 72
Sinking-fund undistributed	100,165 92
Swamp-land fund	42,418 40
Total	8,437,593 47

The total gives a school fund larger by two millions of dollars than that of any other State in the Union. The fund was increased during 1872 by the distribution of $569,139.94, sinking-fund. There was a delay of about twelve months in the distribution of this money, caused by an application to the courts for an injunction restraining the distribution. The loss to the schools by the attempt is not less than $53,000.

SCHOOL REVENUE.

	1871.	1872.
Taxes	$1,051,438 57	$1,070,301 69
Interest on common fund	112,650 23	160,840 10
Liquor licenses	99,809 17	108,280 00
Unclaimed fees	985 46	500 38
Interest paid by State on bonds	223,740 96	223,740 96
Interest on congressional fund	144,781 06	146,980 21
Amount of delinquencies	35,750 00	*6,800 00
Total receipts for schools	1,669,155 45	1,717,443 34

* This does not include the amount of delinquency for October, 1872.

ATTENDANCE.

Legal school age	6–21
White males of school age	321,289
White females of school age	301,141
Colored males of school age	4,670
Colored females of school age	4,449
Total scholastic population	631,549
Number enrolled in primary schools	445,993
Number enrolled in high schools	13,458
Total enrollment	459,451
Average attendance in white primary schools	286,301
Average attendance in colored primary schools	2,931
Average attendance in high schools	8,824

SCHOOL DISTRICTS AND SCHOOLS.

Number of districts in which schools were taught	9,030
Number of districts in which no schools were taught	70
Total number of districts	9,100
Number of districts in which colored schools were taught	89
Number of district graded schools	64
Number of township graded schools	81
Average length of schools in days	116

TEACHERS AND TEACHERS' PAY.

White male teachers in primary schools, 1872	7,188
White female teachers in primary schools, 1872	4,675
Colored male teachers in primary schools, 1872	42
Colored female teachers in primary schools, 1872	28
Male teachers in high schools, 1872	200
Female teachers in high schools, 1872	115
Whole number of teachers, 1872	12,246
Whole number of teachers for 1871	11,833
Pay of male teachers in primary schools per day	$1 95
Pay of female teachers in primary schools per day	$1 47
Pay of male teachers in high schools per day	$3 77
Pay of female teachers in high schools per day	$2 46
Number of teachers attending institutes, (32 counties)	4,038

SCHOOL-HOUSES AND SCHOOL PROPERTY.

Number of new school-houses built in 1871	415
Cost of new school-houses built in 1871	$609,105 67
Whole number of school-houses in 1871: stone, 125; brick, 834; frame, 7,517; log, 513	8,989
Total valuation of school property for 1871	$7,381,839 73
Number of new school-houses built in 1872	393
Cost of new school-houses built in 1872	$561,813 55
Whole number of school-houses in 1872: stone, 88; brick, 877; frame, 7,568; log, 547	9,080
Total valuation of school property for 1872	$9,199,480 15

MEANS OF INCREASING SCHOOL REVENUE.

There is now in the custody of the different counties, as loaning agents, $4,519,041.13. Of this a portion is loaned at 7 per cent. and the remainder at 8 per cent. It is recommended that the entire fund held in trust by the counties be placed at 8 per cent. This would give an annual increase of $39,479.01.

It is also recommended that the legislature pass a law providing for the payment, in installments, of the entire debt, $3,719,016.10, due the school fund by the State. The interest ($226,140.96 per annum) of this debt is paid out of the taxes. "It leaves the people as taxes, it returns as school revenue. What is this but prepayment of tuition by the people?" It is recommended that the money applied to the purpose of paying this debt be distributed to the counties as other funds, and loaned by them at 8 per cent. This will increase the school revenue $74,380.32. In support of this recommendation is quoted the opinion of the State auditor, who "does not believe it wise

for the State to adopt a policy looking to a permanent indebtedness; and recommends legislation looking to the early payment of this debt and other investments of the proceeds." The auditor presents a plan of payment, an important and valuable feature of which is that "not one dollar will be withdrawn from any county in the State for even a single day."

Summed up, the whole matter presents itself in the simple question as to whether the people of the State shall pay about 10 cents per $100, or $620,409.66 per year for six years, and thus entirely free the State from debt, or pay nearly half that amount, $301,521.24 yearly, for interest, and leave the debt as a perpetual burden of $301,521.24 per annum.

UNCHANGED PER CAPITA.

It is considered a cheering fact that, while the scholastic population has increased 8,821 in numbers, such has been the corresponding increase in the revenue that the *per capita* remains unchanged; and the average duration of the schools has increased 17½ days.

SCHOOL-HOUSES, ETC.

Two provisions have been made by the legislature for the erection of these. The first authorizes the school trustees of the townships, incorporated towns, and cities to levy a special tax in their respective corporations, not exceeding 25 cents on each $100 of taxable property, and 50 cents on each poll, in any one year. The second authorizes the trustees of incorporated towns and the city councils of incorporated cities to issue bonds to the extent of $30,000.

Under the operations of these two provisions of the law, school-houses have sprung up in all parts of the State. The stone, brick, and frame houses are gradually increasing both in number and value. Within eight years the rate of increase of the number of brick houses has been 99 per cent.; of frames, 31 per cent.; of stone, 35 per cent.; while log houses have decreased 51 per cent. The whole number of school-houses has increased 23 per cent. in eight years, and the value of school property has increased 140 per cent. in the same time. The average cost of the school-houses built in 1872 was $1,429; but in some of the larger cities buildings were erected at a cost of from $30,000 to $60,000 each. The superintendent feels compelled to notice the fact that, "in the location, construction, furnishing, warming, lighting, and ventilating of many of the school-buildings little attention has been paid to the comfort, convenience, or even health of the pupils." In particular, the importance of thorough ventilation is strongly urged.

Under the present limit of taxation there are many townships that are not able to provide themselves with good school-buildings. The same evil is experienced in the largest cities. There is a demand for more room, but since the law limits the issuing of bonds to $30,000, it is impossible to provide the necessary accommodation. There is also an increasing demand for the erection of township school-houses for the use of graded schools, where a higher and better order of education may be obtained than is usually furnished in district schools. As a remedy for these evils, it is recommended that the present limit of issuing bonds be extended to $60,000, and that a law be passed authorizing township trustees to issue bonds to the amount of $20,000, subject to the approval of the county commissioner.

SCHOOL TRUSTEES.

In the townships, school trustees are elected by the people, at the biennial elections, and are trustees for civil as well as school purposes. In incorporated towns and cities they are appointed by town boards and city councils, and take charge of the educational affairs exclusively. It is recommended that the office be made elective throughout the State, that it shall be for school purposes only, that it shall be held for a term of three years, and that there shall be no compensation beyond the payment of actual and necessary expenditures incurred in the discharge of a trustee duty.

The tenth section of the school law, defining the duties of trustees, requires them to provide "a sufficient number of schools for white children."

It is recommended that the word "white" be stricken out. Also that the section be so amended as to give the trustees power, "at their discretion, to employ competent superintendents for the thorough organization and efficient management of their schools."

COUNTY EXAMINERS.

These are appointed triennially by the county commissioners. The compensation is $3 per diem for the time actually employed, and $1 from each applicant for license. The result of their work has been most satisfactory. They have demonstrated conclusively that the "one thing needful" in our school system is to expand the powers, duties, compensation, and even name of school examiner to that of county superintendent. This conclusion has been reached by the educators of the State with remark-

able unanimity. There is a deep-felt necessity for this change. Labor is misdirected, and much money is squandered for want of it. From every part of the State comes a request that this change be made at once.

EXAMINATION OF TEACHERS.

In these examinations heretofore there has been great diversity. Each of the ninety-two examiners fixed the standard of examination for his own county. Consequently there was no common standard. At the session of the State board of education, in June, 1871, steps were taken for unifying these examinations, and it was ordered that a series of twelve sets of examination papers be printed and sent monthly to the examiners of the several counties, with instructions to use them in the examination of teachers for public schools. This has been done, and examiners have very generally accepted the questions, and acted upon the instructions. The effect has been the elevation of the general average of these examinations, and the influence has been felt throughout the schools. The number of teachers licensed since the last report is 8,293.

COUNTY INSTITUTES.

These are growing in popularity, efficiency, and usefulness, and are better attended every year. They cost the people about $4,000 per annum; but they are amply repaid in the improved work of the teachers. Teachers who attend institutes regularly command a premium. Some trustees refuse altogether to employ teachers who do not attend. The law does not require reports of these institutes, and they have been sent from only thirty-two counties. Those report sessions varying in length from 3 to 30 days, and a total attendace of 4,038. It is recommended that attendance upon an institute five days in the year be made a condition of license to teach.

EVANSVILLE.

SCHOOL ACCOMMODATIONS.

The superintendent states that the school accommodations are entirely insufficient. Two new school-buildings, one with ten and the other with four rooms, have been completed, but it is feared that these will not supply all the room that is needed.

BRANCHES OF STUDY.

German has been taught in the schools with most satisfactory results. The chief difficulty lay in the organization of the classes. The pupils consist of two classes, American children who either speak or read German, and German children who already speak the language and desire to read and write it also. It is evident that these two classes cannot be taught profitably together, and that any classification which combines the two must be very faulty. The difficulty in the case is the want of separate rooms. The introduction of drawing into the schools is strongly recommended.

COLORED SCHOOLS.

The colored schools exhibit a marked improvement, not only in scholarship, but in neatness, cleanliness, and self-respect of the pupils.

SHELBYVILLE.

CONDITION OF SCHOOLS.

All the statistics show an improvement over last year. The graded course, adopted last year, has been thoroughly tested and gives universal satisfaction. In the high school, especially, its beneficial effects have been noticed. For the first time in ten years there was a graduating class from the school. German is taught in the schools with satisfactory results.

ELKHART.

SCHOOL PROGRESS.

At the beginning of the year the schools were thoroughly re-organized and graded, and the year has been one of uninterrupted progress. The greatest hinderance to the prosperity of the schools has been irregular attendance. Increased accommodations are needed, and the erection of a new building is recommended.

STATE NORMAL SCHOOL.

This school is achieving the very best results for the State. There has been a regular and healthy increase in the number of its students each year. It sent forth its first class of graduates at the close of last year, and a large class will graduate the present year. By an omission of the legislature, the board of normal trustees was unable to confer professional degrees upon the late graduating class. It is recommended that this power be conferred.

In compliance with the law, $5,000 have been deducted semi-annually from the school revenue of the State for the payment of tuition in the normal school. The labor has so increased that it has become necessary to procure additional teachers. This will require a corresponding increase in expenditure for tuition in the institution. It is recommended that it be made the duty of the superintendent to deduct $7,500 semi-annually from the State's school revenue for this purpose. The usefulness of the institution would be greatly enhanced by a library, apparatus, and the completion of the building. The institution is commended in these respects to the earnest attention of the legislature.

During the period from September 7, 1870, to December 17, 1872, the number of students enrolled was 238, of whom 103 were males and 135 females. The average age was twenty years and two and a half months; youngest, 16 years; oldest, 35 years. Of these there were educated in common schools, 173; in high school or academy, 47; in college, 18. Of the whole number, 68 per cent. held teachers' certificates on entering. The number of graduates, including the present class, is 19.

The superintendent of schools of Saint Louis, in a letter to the State superintendent of Indiana, speaks in the highest terms of the quality of the work and of the discipline of this school.

INDIANA UNIVERSITY.

This institution was opened in 1824 and created a university in 1839. Number of alumni, 600.

The university comprises a collegiate department, a medical department, a law department. Tuition is free in all the departments of the university.

Ladies are admitted to the collegiate course on the same terms as gentlemen, and are entitled to the same rights and privileges. A department of military science and civil engineering is connected with the collegiate department. Special attention is given to modern languages.

Extensive additions have recently been made to the apparatus and cabinet. The latter has been increased by the collection of the late Dr. David Dale Owen, containing over 85,000 specimens. Additional room is needed for the display of this collection, and for the accommodation of the law department.

The university is in a most flourishing condition. The last year has been the most successful in its history. The largest number of students has been in attendance, and the greatest progress has been achieved. This is the result of the liberal policy recently inaugurated by the State toward this institution, and that the same policy should be continued is of the highest importance.

WABASH COLLEGE.

This college comprises an academic department, a collegiate department, and a scientific department. A mercantile course is connected with the academic department. Several scholarships have been established for young men intending to enter the ministry; also several intended to aid young men, without respect to their choice of profession. Several soldiers' scholarships have been established, by which returned soldiers, their sons, and the sons of such as may have died in the Army, can have free tuition to the extent of these scholarships.

Additions have recently been made to the buildings. In one of the new buildings provision is made for military instruction and gymnastic exercises of all kinds, and for instruction in topography, architecture, bridge-building, and the advanced branches of applied mechanics. Donations have also been received of valuable drawings, books, and models.

HANOVER COLLEGE.

This is, with the exception of the State University, the oldest college in Indiana, and it is the first denominational college. It is the immediate outgrowth of the necessities and action of the Presbyterian Church in 1825. The "little grammar school" then established under the name of Hanover Academy was the nucleus of both Hanover College and Indiana Theological Seminary, now the Northwestern Theological Seminary, at Chicago, Illinois. In 1833 the academy was chartered as Hanover College.

It has had over 3,500 students, over 800 of whom have entered the ministry; and 373 graduates, about one-half of whom became ministers, and 50 others teachers.

The college property is worth $110,000. Its funds and endowment amount to $140,000. The debt of the college is being rapidly paid, and its income meets its current expenses. It is desired to increase the number of the faculty, and to make additions to the buildings. For this there is needed an addition of $100,000 to the endowment fund.

The tuition is free to all, without denominational distinctions. The courses of study offered are preparatory, classical, and scientific. The classical course is in substance the same as the undergraduate course of the best colleges.

The students comprise representatives of nine States and Canada.

UNIVERSITY OF NOTRE DAME.

This university was founded in 1842 by the congregation of the Holy Cross, and chartered by the State legislature in 1844, with power to confer all usual degrees. The courses of study are collegiate, scientific, and commercial. Preparatory departments are attached to the collegiate and scientific courses, making the full term of study in each course six years. The commercial course occupies two years. There is also a law department; also, a minim department, to which are admitted boys under ten years of age. Special advantages are offered for the study of the modern languages, music, painting, and drawing. An astronomical observatory has been erected, in which is placed the fine instrument presented by the Emperor Napoleon.

NORTHWESTERN CHRISTIAN UNIVERSITY.

This institution includes four colleges: the college of literature, embracing classical, scientific, and academic departments; the college of law; the college of business; and the musical department. Ladies are admitted to all the privileges of the institution. The law department has been re-organized during the past year, and has gained an enviable reputation for the thoroughness of its lectures. An appeal is made to friends of the university for funds to complete the buildings and to finish the general endowment.

HOWARD COLLEGE.

This institution makes its third annual report. The courses of study are classical and scientific; and there is also a normal department. The college is open to both sexes. A female boarding-house is conducted for young ladies. The whole number of students the past year is a gain on the previous year of nearly 50 per cent. The president being State superintendent for public instruction, his duties will be performed by the vice-president, John O. Hopkins, A. B., during his term of office.

DE PAUW COLLEGE.

This college for young ladies is the property of the Indiana conference of the Methodist Episcopal Church. It is free from debt and is self-supporting. The buildings have within a few years past been enlarged and remodeled, at an expense of $20,000.

EARLHAM COLLEGE.

This institution was established by the Society of Friends of Indiana yearly meeting, and is managed by that body. Ladies and gentlemen are admitted on equal terms, and receive similar testimonials or degrees. The course of study is arranged in three departments—classical, scientific, and preparatory. Special attention is given to modern languages. The funds for the purchase of the ground and the erection and furnishing of the college building were raised by the Society of Friends. The interest of the amount thus invested is applied to lessen the price of board and tuition of Friends' children, who, consequently, are charged less than those not members of the Society of Friends.

UNION CHRISTIAN COLLEGE.

Ladies are admitted to this college on the same terms, and receive the same honors, as gentlemen. Soldiers who were disabled in the Union Army during the rebellion receive tuition free. There are four departments, academic, classical, scientific, and music. The latter department is in a very flourishing condition. A prominent feature of the institution is vocal music, which is taught gratis.

INDIANAPOLIS FEMALE INSTITUTE.

This institution, most advantageously located in the center of the city, has lately been re-organized. The course of study now comprises three departments, primary, preparatory, and collegiate. The collegiate course occupies four years. Ample facili-

ties are offered for instructions in music and painting. The internal management of the school is intrusted entirely to ladies.

INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND.

The superintendent reports both literary and musical branches of the school department in the most satisfactory condition. The only drawback to progress in the musical department is the deficiency in facilities for piano-forte practice. The school is classified under six divisions or grades. Each of these divisions has its appropriate teacher, who not only teaches all the branches assigned to it, but likewise performs for its several members any needful extra service in the way of reading, letter-writing, &c. In addition to the regular school exercises, the entire school, in two divisions, attends evening readings by the teachers. The pupils also receive daily drill in Dio Lewis's system of light gymnastics during the more inclement portion of the year. The musical department is under the charge of two graduates of the institution. The industrial department continues to yield the most satisfactory results. The trustees call the attention of the legislature to the necessity of enlarging the buildings. The number of pupils who can be accommodated is not probably half of those in the State entitled to the benefits of the institute. It is urged that while liberal provision is made for the general education of children, the State should not be less generous to its blind wards.

THE CONVENTION OF INSTRUCTORS OF THE BLIND.

This convention, held in Indianapolis August 8, 9, and 10, 1871, was the result of a circular-letter, addressed by the superintendent of the Indiana Institute to the heads of the other institutions for the blind. Seventeen years had elapsed since the holding of the first and only previous convention of the kind in this country, if not in the world, and during that time many questions had arisen of great moment, as connected with the education and general welfare of the blind. Thirty-three officers of blind institutions attended the convention.

One of the leading problems presented to the convention for solution was that of simplifying and cheapening the production of books and school apparatus for the use of the blind. The convention recommended books printed in type known as the Boston letter, and also those printed in the combined system of the capital and angular lower-case letter; also that the New York horizontal point alphabet, as managed by Mr. Wait, should be taught in all institutions for the education of the blind.

Resolutions were passed declaring "it is not expedient to instruct the blind in the same institutions with deaf mutes;" that "blind deaf-mutes should be provided for in blind institutions;" "that for the proper organization of institutions for the blind three departments are co-essential, viz: literary, musical, and mechanical;" that "the aggregate results warrant the great attention bestowed on the musical education of the blind."

Resolutions were also passed disapproving of the plans for the establishment of a university and printing-house for the blind in Washington, District of Columbia; the convention regarding it as unnecessary, and recommending that "the efforts and contributions of persons who desire to benefit the blind be turned in some direction more likely to promote their welfare." A committee of five was appointed to confer with S. P. Ruggles, esq., of Boston, Massachusetts, who proposed, conditionally, to devote a portion of his time and capital to the benefit of the blind by furnishing books and school apparatus for their use.

As the concluding measure of the convention, a permanent association of American instructors of the blind was formed and officers for the same were elected.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Indiana was the sixth State in population, having 1,680,637 inhabitants, within an area of 33,809 square miles—an average of 45.84 persons to the square mile. This population consisted of 1,655,837 whites, 24,560 colored, and 240 Indians. Of these 1,539,163 were natives and 141,474 foreign-born. Of the native residents of the State, 1,038,542 whites, 9,811 colored, and 222 Indians were born within its limits. Of the foreign-born inhabitants, 78,060 were born in Germany, 9,945 in England, and 28,698 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 395,263 persons attended school, of whom 3,739 were foreign-born. The white scholars numbered 392,140, of whom 206,363 were males and 185,777 females. The colored scholars numbered 3,089, of whom 1,620 were males and 1,469 females. Thirteen male and 21 female Indians also attended school.

Illiteracy.—The number of inhabitants 10 years old and over unable to write was 127,124, of which 13,939 were foreign-born.

Age, sex, and race of illiterates.—Of the white illiterates 10,361 were from 10 to 15 years of age, of whom 5,582 were males and 4,779 females; 14,418 persons were from 15 to 21 years old, of whom 7,325 were males and 7,093 females; 93,932 were 21 years old and over, of whom 36,331 were males and 57,651 females. Of the colored illiterates 695 were from 10 to 15 years old, of whom 347 were males and 348 females; 1,200 were

from 15 to 21 years old, of whom 550 were males and 650 females; 6,363 colored illiterates were 21 years old and over, of whom 3,182 were males and 3,181 females. There were also 42 male and 73 female Indian illiterates.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 9,073, with 11,652 teachers, (6,678 males and 4,974 females,) and 464,477 pupils, (237,664 males and 226,813 females.)

Amount and source of educational income.—The total income of all the educational institutions was $2,499,511, of which $50,620 were derived from endowment, $2,126,502 from taxation and public funds, and $322,389 from tuition and other sources.

Public schools.—The 8,871 public schools had 11,042 teachers, of whom 6,402 were males and 4,640 females. They had 446,076 pupils, of whom 228,189 were males and 217,887 females. To educate these pupils they possessed a total income of $2,063,599, of which sum $2,002,052 were derived from taxation and public funds, and $61,547 from tuition and other sources.

Colleges.—Sixteen colleges were reported, with 143 teachers, of whom 115 were males and 28 females, and having 3,102 pupils, of whom 2,431 were males and 671 females. They possessed a total income of $162,250, of which $48,520 were derived from endowment, $17,700 from taxation and public funds, and $96,030 from tuition and other sources.

Academies.—The 16 academies reported had 125 teachers, of whom 26 were males and 99 females. They had an attendance of 3,580 pupils, of whom 1,305 were males and 2,275 females. They possessed a total income of $73,990, of which $1,000 were derived from endowment, $8,050 from taxation and public funds, and $64,940 from tuition and other sources.

Private schools.—The 124 day and boarding schools had 201 teachers, of whom 58 were males and 143 females. They were attended by 6,296 pupils, 2,802 of whom were males and 3,494 females. To educate these, the schools possessed a total income of $47,427, derived from tuition and other sources.

Libraries.—There were reported 2,333 public libraries, containing 627,894 volumes; also, 2,968 private libraries, having 497,659 volumes; a total of 5,301 libraries, containing 1,125,553 volumes.

The press.—The 293 periodicals issued had an aggregate circulation of 363,542 copies, with an aggregate annual issue of 26,964,984.

Churches.—Of the 3,698 church organizations, 3,106 had edifices with 1,008,380 sittings, and the church property was valued at $11,942,227.

Pauperism.—Three thousand six hundred and fifty-two paupers were reported, of whom 2,583 were native whites, 207 were native colored, and 862 were foreigners.

Crime.—Of 907 persons in prison June 1, 1870, 691 were native whites, 64 were native colored, and 152 were foreigners; 1,374 persons were convicted during the year.

Age and sex of population.—Of the total population, 567,175 persons were from 5 to 18 years old; 287,357 males and 279,818 females; 1,197,936 were 10 years old and upward, of whom 612,832 were males and 585,104 females.

Occupations.—Four hundred and fifty-nine thousand three hundred and sixty-nine persons of these ages were engaged in various occupations, of whom 428,259 were males and 31,110 females; 266,777 were engaged in agricultural pursuits, of whom 266,349 were males and 428 females; 80,018 in personal and professional services, of whom 53,466 were males and 26,552 females; 36,517 in trade and transportation, of whom 36,371 were males, and 146 females; 76,057 in manufacture and mechanical and mining industries, of whom 72,073 were males and 3,984 females.

Age and sex of working population.—Of these 459,369 employed persons, 13,966 were from 10 to 15 years old, of whom 12,399 were males and 1,567 females; 422,603 persons were from 16 to 59 years old, of whom 393,455 were males and 29,148 females; 22,800 persons were 60 years old and over, of whom 22,405 were males and 395 females.

SCHOOL OFFICIALS.

Hon. MILTON B. HOPKINS, *State superintendent.*

SCHOOL EXAMINERS.

Counties.	Names.	Post-office.
Adams	D. D. Hiller	Decatur.
Allen	J. H. Smart	Fort Wayne.
Bartholomew	John M. Wallace	Columbus.
Benton	Frank C. Cassell	Oxford.
Blackford	Lewis Williams	Hartford City.
Boone	A. E. Buckley	Thorntown.
Brown	William D. Roberts	Nashville.
Carroll	L. E. McReynolds	Delphi.
Cass	Peter A. Berry	Logansport.
Clarke	A. C. Goodwin	Jeffersonville.
Clay	William Travis	Bowling Green.
Clinton	J. N. Armantrout	Frankfort.

School officials—Continued.

Counties.	Names.	Post-office.
Crawford	Alexander Sipes	Grantsburgh.
Daviess	George A. Dyer	Clifty.
Dearborn	Myron Hanes	Waterloo.
Decatur	W. H. Powner	Muncie.
De Kalb	James A. Barnes	Ireland.
Delaware	O. M. Todd	Bristol.
Dubois	A. J. Strain	Connersville.
Elkhart	Valois Butler	New Albany.
Fayette	J. L. Rippetoe	Covington.
Floyd	P. V. Albright	Brookville.
Fountain	James W. Harper	Rochester.
Franklin	William B. Maddock	Fort Branch.
Fulton	William H. Green	Marion.
Gibson	William T. Stilwell	Newberry.
Grant	Thomas D. Thorp	Noblesville.
Greene	R. C. Hilbrun	Newberry.
Hamilton	J. S. Losey	Noblesville.
Harrison	S. S. Nye	Corydon.
Hancock	James A. New	Greenfield.
Hendricks	A. J. Johnson	Danville.
Henry	Clarkson Davis	Spiceland.
Howard	Rawson Vaile	Kokomo.
Huntington	M. L. Spencer	Huntington.
Jackson	James K. Hamilton	Brownstown.
Jasper	S. P. Thompson	Rensselaer.
Jay	Simeon K. Bell	Mount Pleasant.
Jefferson	Charles W. Allfrey	Brooksbury.
Jennings	John Carney	Vernon.
Johnson	B. F. Kennedy	Trafalgar.
Knox	Anson W. Jones	Vincennes.
Kosciusko	William L. Matthews	Warsaw.
La Grange	Alfred Bayliss	La Grange.
Lake	James H. Ball	Crown Point.
La Porte	William P. Phelon	La Porte.
Lawrence	William B. Chisler	Bedford.
Madison	Howell D. Thompson	Anderson.
Marion	William A. Bell	Indianapolis.
Marshall	Thomas McDonald	Plymouth.
Martin	Samuel M. Reeve	Shoals.
Miami	W. N. Dunham	Peru.
Monroe	James H. Rogers	Bloomington.
Montgomery	J. F. Thompson	Crawfordsville.
Morgan	H. N. Short	Martinsville.
Newton	John B. Smith	Kentland.
Noble	T. Morgan Ells	Albion.
Ohio	John Buchanan	Rising Sun.
Orange	Theo. Stockhouse	Orangeville.
Owen	W. B. Wilson	Spencer.
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	Mount Vernon.
Putnam	W. S. Branham	Cloverdale.
Randolph	Andrew Stakebake	Winchester.
Ripley	J. H. Drake	Delaware.
Rush	D. Graham	Rushville.
Scott	Jacob Hollenbeck	Lexington.
Shelby	Richard Norris	Shelbyville.
Spencer	J. D. Armstrong	Rockport.
Starke	U. Kline	Knox.
Steuben	John W. Cowen	Angola.
Saint Joseph	Elisha Sumption	South Bend.
Sullivan	G. W. Register	Paxton.
Switzerland	Will M. Smith	Vevay.
Tippecanoe	John E. Matthews	La Fayette.
Tipton	B. M. Blount	Tipton.
Union	H. K. W. Smith	Liberty.
Vanderburgh	T. W. Peek	Evansville.
Vermillion	W. L. Little	Newport.
Vigo	John W. Jones	Terre Haute.
Wabash	Alvah Taylor	Wabash.
Warren	Henry Ritenour	Poolsville.
Warrick	C. W. Armstrong	Boonville.
Washington	Aron A. Cravens	Salem.
Wayne	James McNeil	Richmond.
Wells	John S. McCleery	Bluffton.
White	Gilbert Small	Idaville.
Whitley	Alexander J. Douglass	Columbia City.

IOWA.

An abstract of the biennial report of the superintendent of public instruction for 1870-'71 was given in the last Annual Report of the United States Commissioner of Education.

The following account of various educational institutions in the State is taken from the catalogues and reports furnished to this Bureau:

IOWA STATE UNIVERSITY.

This university comprises four separate departments—the academic, (or collegiate,) the normal, and the departments of law and medicine. Ladies are admitted to all. The full course of instruction in the academic department occupies 5 years. The studies of the last two years are elective, and arranged under the heads of literary and scientific, constituting two courses of equal grade. The course of study in the law department is so arranged as to be completed within a single year. The normal department has an advanced, an intermediate, and a shorter course. The two last named will be continued until their necessity is removed by the establishment of normal schools throughout the State; thereafter only such instruction will be given as is appropriate to an institution of the highest grade.

CENTRAL UNIVERSITY OF IOWA.

The courses of study are academic, scientific, collegiate, and theological. It is intended to form a normal class and give especial attention to the fitting of teachers for common schools.

UPPER IOWA UNIVERSITY.

Two regular courses of study, classical and scientific, are offered to gentlemen and ladies. Particular advantages are afforded for the study of the modern languages. A preparatory department and business college are connected with the institution.

IOWA WESLEYAN UNIVERSITY.

This was organized in 1850 by the Iowa annual conference of the Methodist Episcopal Church, which body gave it its present name. The design of the university is: first, to provide a thorough collegiate course for both ladies and gentlemen; secondly, by means of other departments, to provide a thorough scientific basis for the professions, and also for the general industrial pursuits of the country. The departments already organized are those of science, literature, theology, law, and pharmacy. Others will be added as demands and means may justify. The department of literature includes a commercial course and a course of modern languages.

GRISWOLD COLLEGE.

This college comprises four departments—preparatory, collegiate, scientific, and theological. In the latter department tuition is free.

IOWA COLLEGE.

This college comprises a normal and English department, an academic course of two years, a ladies' course of three years, and a college course of four years; the latter including a classical and a scientific course. The course of study is arranged with special reference to the thorough education of ladies and their preparation for the work of teaching. Twenty-six scholarships have been established. Extensive apparatus has been manufactured in Germany especially for the college. The chemical apparatus is the donation of Henry Lee, esq., of Manchester, England; the philosophical that of citizens of Iowa.

CORNELL COLLEGE.

Founded in 1857, and located at Mount Vernon, Iowa. The departments of the college are collegiate, scientific, and preparatory. Commercial and normal courses are

also provided. Ladies are admitted to all the departments. Free tuition is given to soldiers and soldiers' orphans. This institution possesses one of the largest and best collections of minerals and fossils in the West. Five scholarships have been endowed with $500 each for the benefit of students preparing for the ministry. The institution occupies two fine brick buildings, one of which is devoted to the music department and boarding-hall for ladies.

TABOR COLLEGE.

This comprises a collegiate, preparatory, and ladies' department. The increasing demand for well-qualified teachers in public schools has led the trustees to provide a "teachers' course" of two years. From 40 to 60 graduates of this course engage in teaching each year. Special facilities are offered in the department of music. Students desiring to lessen their expenses are furnished with remunerative labor.

IOWA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

An addition to the teaching force allows a better classification than has ever before been attained. An experiment in the teaching of articulation has not been entirely satisfactory, though a few of the pupils have made marked improvement in the use of their vocal organs. The efficiency of the institution would be greatly increased by additional accommodations and an appropriation for apparatus, of which there has been heretofore a very insufficient supply. The age of admission is from 10 to 25.

IOWA REFORM SCHOOL.

The second biennial report states that the whole number received since the opening of the school has been 137—boys 133, girls 4. The average number for the past two years has been 63¾. The average age of admission is 14 to 15. Most of those who have been discharged are doing well, and in many cases evidence is afforded of complete reformation. The great want of the school is proper accommodations for girls. The law provides for the reception of girls as well as boys, but for the want of suitable accommodations they have to be sent away when brought to the institution. The present building will accommodate about 50 boys comfortably, and there are now 85. Another want of the school is a library. An urgent appeal is made to the legislature for increased appropriations.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Iowa was the eleventh State in population, having 1,194,020 inhabitants within an area of 55,045 square miles, an average of 21.69 persons to the square mile. This population consisted of 1,188,207 whites, 5,762 colored, 3 Chinese, and 48 Indians. Of these, 989,328 were natives of the United States and 204,692 foreign-born. Of the native residents of the State, 427,224 whites, 1,383 colored, and 13 Indians were born within its borders, while of the foreign residents, 66,162 were born in Germany, 16,660 in England, and 40,124 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 306,353 persons attended school, and of these 13,000 were foreign-born. The white male scholars numbered 160,269, and the white female scholars 145,421, an aggregate of 305,690 whites. The colored pupils numbered 661, of whom 346 were males and 315 females. Two Indians were also attending school.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 45,671, of whom 20,692 were foreign-born.

Age, sex, and race of illiterates.—Of the 44,145 white illiterates, 5,858 were from 10 to 15 years of age, and of these 3,401 were males and 2,457 females; 3,680 were from 15 to 21 years old, of whom 2,044 were males and 1,636 females; 34,607 were 21 years old and over, of whom 14,782 were males and 19,825 females. Of the 1,524 colored illiterates, 70 were from 10 to 15 years old, of whom 32 were males and 38 females; 146 were from 15 to 21 years old, of whom 71 were males and 75 females; 1,308 were 21 years old and over, of whom 635 were males and 673 females. Two female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 7,496, having 9,319 teachers, of whom 3,656 were males and 5,663 females. They had 217,654 pupils, of whom 105,665 were males and 111,989 females.

Amount and source of educational income.—The total income of all the educational institutions was $3,570,093, of which $63,150 were derived from endowment, $3,347,629 from taxation and public funds, and $159,314 from tuition and other sources.

Public schools.—The 7,322 public schools, with their 8,866 teachers, of whom 3,381

were males and 5,485 females, were attended by 205,923 pupils, of whom 100,308 were males and 105,615 females. To educate these they possessed a total income of $3,245,352, of which $3,100 were derived from endowment, $3,241,752 from taxation and public funds, and $500 from tuition and other sources.

Colleges.—The 21 colleges, with their 139 teachers—109 male and 30 female—were attended by 3,061 students, of whom 1,685 were males and 1,376 females. To educate these they possessed a total income of $101,950, of which $54,000 were derived from endowment, $10,000 from taxation and public funds, and $37,950 from tuition and other sources.

Academies.—The 34 academies, with their 103 teachers—46 male and 57 female—had an attendance of 2,333 pupils—1,019 males and 1,314 females—for the education of whom they possessed an income of $55,880, derived from tuition and other sources.

Private schools.—The 100 day and boarding schools had 136 teachers, of whom 64 were males and 72 females. They were attended by 4,872 pupils, 1,741 of whom were males and 3,131 females. These schools possessed an income of $38,550, derived from tuition and other sources.

Libraries.—There were 1,153 public libraries, containing 377,831 volumes; also 2,387 private libraries, having 295,749 volumes, making a total of 3,540 libraries, containing 673,580 volumes.

The press.—The 233 periodicals issued had an aggregate circulation of 219,090 copies, with an aggregate annual issue of 16,403,380.

Churches.—Of the 2,763 church organizations, 1,446 had edifices, with 431,709 sittings, and the church property was valued at $5,730,352.

Pauperism.—Eight hundred and fifty-three paupers were reported, of whom 486 were native whites, 56 native colored, and 311 foreigners.

Crime.—Of 397 persons imprisoned June 1, 1870, 273 were native whites, 14 were native colored, and 110 were foreigners. Six hundred and fifteen persons were convicted during the year.

Age and sex of population.—Of the total population 394,696 persons were from 5 to 18 years old—201,531 males and 193,165 females; 837,959 were 10 years old and upward, and of these 445,064 were males and 392,895 females.

Occupations.—Three hundred and forty-four thousand two hundred and seventy-six persons of these ages were engaged in various occupations, of whom 321,150 were males and 23,126 females; 210,263 were engaged in agricultural pursuits, of whom 209,907 were males, and 356 females; 58,484 in personal and professional services, of whom 38,531 were males and 19,953 females; 28,210 in trade and transportation, of whom 28,151 were males and 59 females; 47,319 in manufactures and mechanical and mining industries, of whom 44,561 were males and 2,758 females.

Age and sex of working population.—Of these 344,276 employed persons, 13,232 were from 10 to 15 years old, of whom 12,188 were males and 1,044 females; 316,627 were from 16 to 59 years old, of whom 294,739 were males and 21,888 females; 14,417 were 60 years old and over, of whom 14,223 were males and 194 females.

KANSAS

[From the eleventh annual report of the department of public instruction.—H. D. McCarty, superintendent.]

SCHOOL PROSPERITY.

It is a source of very great pleasure and gratification to be able to state that the past year has been one of unusual activity and greatly increased prosperity in the public-school work throughout the State. The teachers have been more faithful, their work in the school-room more successful, and better results have been achieved. The number of teachers' institutes, both county and judicial district, held, and the attendance on the same, both by teachers and patrons, have been much larger than during any other year in the history of the State. A large number of costly and commodious school-edifices has been erected and furnished with all the means and appliances of heating, ventilation, and seating, that modern art can devise.

SUMMARY OF STATISTICS.

Number of school districts	2,647
Increase for the year	579
Number of reports from district clerks	2,438
Number of persons of school age	142,358
Number of persons enrolled in public schools of the State	89,777
Average daily attendance	52,891
Average duration of schools	5.8 months
Number male teachers employed	1,453
Number female teachers employed	1,625
Average monthly wages paid male teachers	$41.54
Average monthly wages paid female teachers	$31.75
Number of log school-houses	266
Number of frame school-houses	1,197
Number of brick school-houses	61
Number of stone school-houses	263
Total number of school-houses	1,787
Total value of school-houses	$2,024,594.33
Total amount of interest-bearing securities of permanent school fund deposited with the State treasurer	$550,575.00

COURSE OF STUDY AND CLASSIFICATION FOR DISTRICT SCHOOLS.

The difficulties encountered in the classification and management of our district schools are exceedingly annoying and perplexing. But though these and many more difficulties are in the way, we must grapple with them manfully, and, under existing circumstances, make the best of them.

LACK OF UNIFORMITY IN TEXT-BOOKS.

One of the most embarrassing and perplexing things a teacher has to encounter in the school-room is the multifarious and endless variety of text-books found in the hands of the children. The time of the teacher is so much divided among such a multiplicity of classes that his best efforts are little else than time wasted. No evil connected with our public-school system calls more imperatively for immediate correction than the great variety and frequent changes of text-books.

The superintendent urges stringent measures for the suppression of this evil.

COMPULSORY EDUCATION.

Upon this subject the superintendent, in the course of a long argument, quotes largely from the most eminent friends of education both in the Old World and the New.

He urges strongly upon the State the counteraction of truancy and absenteeism, and the promotion by all possible methods of an increase in attendance.

CONGRESSIONAL TOWNSHIP SYSTEM OF DISTRICTING.

This is one of the great reforms essentially necessary to secure a harmonious and uniform operation of the public-school system in Kansas. No State which has once tried it is willing to go back to the old independent district system. Various considerations in its favor are presented.

PERMANENT SCHOOL FUND.

At the last session of the legislature a law was passed making it the duty of the school-fund commissioners to consolidate all State bonds now belonging to, or hereafter coming into the possession of, the permanent fund. These consolidated bonds are made payable to the permanent school fund of the State of Kansas, and have imprinted on their face the words "not transferable."

KANSAS STATE TEACHERS' ASSOCIATION.

Not being able to give an abstract of the doings at the annual meeting of this association this year, we place on record the officers elected, as follows: President, General John Fraser, State University, Lawrence; vice-presidents, county superintendents; corresponding secretary, President John Denison, agricultural college, Manhattan; recording secretary, C. P. Isham, Council Grove; treasurer, Miss P. D. Bullock; executive committee, John A. Bonfield, Topeka; J. N. Lee, principal ladies' seminary, Topeka; J. A. Barrows, superintendent Osage County, and Professor James B. Smith, of Humboldt.

KANSAS EDUCATIONAL JOURNAL.

Since the first issue of this periodical it has been doing an excellent work in inciting teachers to greater efforts in their chosen profession, in disseminating a spirit of true devotion to the cause of education, and in diffusing among the people that educational enterprise and energy found cropping out all over the State in the form of so many good schools and school-buildings. It is fully believed that no other instrumentality has been more influential in developing our educational institutions.

ATCHISON.

PUBLIC-SCHOOL IMPROVEMENTS.

The rapid growth of this city has greatly increased the demand for school accommodations. Grading has occupied the last year. This work is still far from completion, yet all feel that very much has been accomplished, and that the year has been a successful one for our schools. The city voted bonds to the amount of $10,000 to be expended in the erection of two new school-houses, one to be located in West Atchison, and one for the colored children of the city; and also in the enlargement of the South Atchison building. These improvements will all be made during the coming year. Taking everything into consideration, the outlook of our schools betokens a prosperous future.

LAWRENCE.

CONDITION OF SCHOOLS.

The superintendent reports an increase of seven per cent. in the daily attendance, which speaks well for the popularity of the schools. It shows that the people are interested, and unwilling to deprive their children of educational advantages.

The superintendent made, during the year, four hundred and sixty-two school visits.

This year there were no changes of teachers, except those caused by death, resignation, or transfer. The results, as compared with those of last year, when six or seven changes were made, prove that permanency is a desirable object to be attained.

Additions have been made to the school-buildings, rendering them comfortable, pleasant, and complete in their accommodations.

EXAMINATIONS FOR GRADATION.

The system of gradation lately adopted has improved the condition of the schools and stimulated the teachers to a just emulation. There are ten grades, and the school year has been changed from thirty-six to forty weeks. The grading includes an exam-

ination at the close of the school and all passing the fixed standard of proficiency are promoted, while those falling below it are retained in the former grade, or, if failing entirely, are sent to still lower grades. Cards of standing are issued which entitle the pupil to enter the grade indicated at the opening of the school. "This examination has been an awakening, and aroused many from a state of lethargy, causing them to realize that to advance means work, and to build a noble superstructure the foundations must be laid broad and deep."

ELEMENTARY LESSONS.

The superintendent recommends for primary schools a definite system of object lessons. This course of teaching has been carried out to a great extent during the year, and thus both teachers and pupils obtained not only a broader culture but a broader idea of culture, resulting in better teachers and more thorough scholars.

GERMAN.

This language has been successfully taught during the past year, and all doubt of the expediency of introducing that study into the public schools has been removed by the results of the experiment. At the examinations held it was demonstrated that, though the pupils of German parentage excelled the others in conversational powers, the Anglo-Americans had learned the action and grammatical construction as well as the children of German parents.

THE HIGH SCHOOL.

This professes to be a first-class school, with thoroughness for its aim and motto. The courses of study are classical and scientific, each comprising three years. Lessons in drawing, music, composition, and elocution are given throughout the entire course. Greek and German are optional. It is recommended that pupils who graduate with honor should have the preference for positions as teachers in the primary schools. It is said that some of the schools of the city are as good models as those connected with the best normal schools, and those of the graduating class desiring to teach can obtain a training there in methods of instruction, under the supervision of those having the matter in charge.

Philosophical and chemical apparatus, cabinets of specimens illustrating geology and natural history, and better furniture and conveniences, are needed to increase the usefulness of the high school.

STATE NORMAL SCHOOLS.

The report of the normal school at Emporia states that 80 per cent. of the students enrolled during the year are preparing for the work of teaching. Under a late regulation, no one is admitted to the normal class under 14 years of age, except on the payment of tuition at the rate of $30 per annum. This has had a most salutary effect upon both the normal and public schools of Emporia. The rapid growth of the school has made additional buildings a necessity. The lack of room has compelled complete suspension of the model school. It is recommended that the legislature make an appropriation for an additional building. The faculty unite in recommending a double course of study—one of two years and one of four—and the conferring of degrees in accordance with the same. A two years' course can be made to include all the branches taught in the rural districts and smaller towns, while a four years' course will satisfy the demand from the larger cities for attainments of a higher grade than can be given in a three years' course. Under the head of wants, the president names additional teaching force, additional apparatus, and a library.

In the Leavenworth normal school, the last graduating class numbered twelve. The course of study embraces an elementary English course of two years and an advanced course of three years. The pressing want of the school is an appropriation sufficiently great to secure first-class teachers. Appropriations are also needed for text-books and a library. The report of the board of visitors speaks in unqualified commendation of the conduct of the school.

UNIVERSITY OF KANSAS.

Of the several departments contemplated in the act of incorporation, only one has been as yet organized, viz, the department of science, literature, and the arts. This department at present comprises three courses of instruction: A classical course, a scientific course, and a course in civil and topographical engineering. Other courses of instruction will be added as the growth of the State and of the university may render advisable. A preparatory department has been organized to supply the existing want of suitable preparatory schools in the State, but will not be made a permanent feature of the university.

During the year, more than 200 volumes have been added to the library. To the collection of apparatus the following additions have been made, viz, a self-registering barometer, a self-registering anemometer, and a self-registering rain-gauge for the department of meteorology; a prismatic comet-seeker, with a six-inch object-glass, and a reflecting telescope—mirror 12 inches in diameter, focal length 5½ feet—for the use of students in astronomy; a large number of instruments for the use of students in laboratory practice; and 250 graduated models for the use of students in free hand and mechanical drawing. The university is open to both sexes. The number of acres of land owned by the institution is 46,130. The estimated value of the property, including buildings, library, and apparatus, is $164,024.63.

STATE AGRICULTURAL COLLEGE.

The aggregate of pupils, by terms, for 1871 was 293, a gain of 9 over the aggregate of 1870. The number of different pupils was 183, a gain of 28 over the number of 1870. These students represent 27 counties of the State, and seven other States and Territories. During the year a class of five has gradnated—four young ladies in the literary course and one gentleman in the agricultural and scientific course.

The difficulty complained of by institutions in the older States is specially felt here, viz, that of keeping students regularly through their full course. The larger number of students at present is in the preparatory department, and in selected studies of the agricultural course.

While the institute, by its present method of loaning its funds, is greatly aiding in the formation of new school districts and the building of school-houses, thus preparing the way for graded schools that may in time do the work now done by its preparatory department, it can not for the present, nor perhaps for some time to come—if it does the greatest amount of good to the State—abolish this department, or raise the standard of admission to it.

During the year the people of Manhattan voted $12,000 in bonds for the purchase of additional lands for the college farm. This gift has enabled the board to purchase 315 acres of land, making the farm 415 acres; 315 acres of which are under cultivation. The farm includes the three varieties of land common to the State, viz, high rolling prairie, creek bottom, and second bottom.

The addition to the farm has caused some changes, not only in the curriculum of study but in the titles of the several chairs. It necessitated, also, several additions to the faculty.

The regents ask for State aid to the amount of $70,000. The present value of the endowment is $378,542.

WASHBURN COLLEGE.

This institution is under the general auspices of the Congregational churches of Kansas. The course of study embraces a collegiate department, a preparatory department, and a scientific department.

During the year $25,000 have been added to the permanent endowment, and $30,000 of a building fund secured. The permanent endowment now amounts to $55,000. The property of the institution, including buildings, library, &c., is valued at $132,000.

Tuition is free to the following classes of students: Children of home missionaries of all denominations; persons who served two years in the Union Army; children of Union soldiers who were killed or died in the service; students fitting themselves for the ministry; students of limited means desirous of obtaining an education.

HIGHLAND UNIVERSITY.

This institution belongs by charter to the General Assembly of the Presbyterian Church. It is an outgrowth of foreign missionary work, and begun in 1846, with the first settlement of the country. It remained an academy until 1870, but now offers the usual college course. Ladies are admitted to all the privileges of the institution.

SAINT BENEDICT'S COLLEGE.

This institution was founded in 1859, incorporated in 1868, and is under the superintendence of the Fathers of the Order of Saint Benedict. The plan of instruction embraces two courses, classical and commercial. There is also a preparatory department.

COLLEGE OF THE SISTERS OF BETHANY.

This was formerly known as the Episcopal Female Seminary. The college is the property of the Protestant Episcopal Church, and is designed for the exclusive instruction of girls. Full college powers are granted by the charter.

BLIND ASYLUM OF KANSAS.

The trustees, in their fourth annual report, state that the number of pupils at present in school is 20. There is room but for two additional pupils. The progress during the past year is entirely satisfactory. The boys are instructed in broom-making. The New York two-line point system of writing, recommended by the convention at Indianapolis, has been adopted. The trustees call the attention of the legislature to the wants and necessities of the institution and ask for an increased appropriation. The hope is expressed that, should the institution be removed from Wyandotte to the State capital, the error of locating it in the suburbs of the city will not be repeated.

KANSAS ACADEMY OF SCIENCE.

This society aims at a thorough scientific exploration of the State, and hopes in time to build up a museum, cabinet, and library, where may be found all the necessary material for a complete scientific knowledge of the State of Kansas. The society was organized in 1867, and held its first annual meeting in September, 1868. At the different annual meetings fourteen papers have been read, mainly based on original investigation. Collections have been made for the museum, but these remain in the hands of the collectors for want of room to arrange them properly.

W. E. RUBLE—OBITUARY.

W. E. Ruble, teacher in Fairmount, died of typhoid-pneumonia at Topeka, while attending the State teachers' association, January, 1872. He removed from Indiana in the summer of 1871, and is spoken of by the Indiana School Journal as "one of our most earnest teachers."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Kansas was the twenty-ninth State in population, having 364,399 inhabitants, within an area of 81,318 square miles, an average of 4.48 persons to the square mile. This population consisted of 346,367 whites, 17,108 colored, and 914 Indians. Of these, 316,007 were natives of the United States, and 48,392 foreign-born. Of the native residents of the State, 59,062 whites, 3,797 colored, and 462 Indians were born within its borders; while of the foreign residents, 12,775 were born in Germany, 6,161 in England, and 10,940 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 63,183 persons attended school, and of these 1,752 were foreign-born. The white male scholars numbered 31,568, and the white female scholars 29,223, (an aggregate of 60,791 whites.) The colored pupils numbered 2,127, of whom 1,011 were males and 1,116 females; 265 Indians also attended school.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 24,550, of whom 4,101 were foreign-born.

Age, sex, and race of illiterates.—Of the 16,978 white illiterates, 2,590 were from 10 to 15 years of age, and of these 1,491 were males and 1,099 females; 2,219 were from 15 to 21 years old, of whom 1,311 were males and 908 females; 12,169 were 21 years old and over, of whom 5,994 were males and 6,175 females. Of the 7,213 colored illiterates, 656 were from 10 to 15 years old, of whom 342 were males and 314 females; 946 were from 15 to 21 years old, of whom 449 were males and 497 females; 5,611 were 21 years old and over, of whom 2,772 were males and 2,839 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,689, having 1,955 teachers (of whom 872 were males and 1,083 females) to educate their 59,882 pupils, of whom 30,493 were males and 29,389 females.

Amount and source of educational income.—The total income of all the educational institutions was $787,226, of which $19,604 were derived from endowment, $678,185 from taxation and public funds, and $89,437 from tuition and other sources.

Public schools.—The 1,663 public schools throughout the State with their 1,864 teachers, of whom 829 were males and 1,035 females, were attended by 58,030 pupils, of whom 29,632 were males and 28,398 females. To educate these they possessed a total income of $660,635, of which $645,532 were derived from taxation and public funds, and $15,103 from tuition and other sources.

Colleges.—The 5 colleges reported, with their 27 teachers, 24 males, and 3 females, were attended by 489 students, of whom 260 were males and 229 females. To educate these they possessed a total income of $61,731, of which $2,604 were derived from endowment, $11,670 from taxation and public funds, and $47,457 from tuition and other sources.

Academies.—The 6 academies, with their 36 teachers, 6 male and 30 female, had an attendance of 415 pupils, 159 males and 256 females, for the education of whom they pos-

sessed a total income of $14,900, of which $2,000 were derived from endowment, and $12,900 from tuition and other sources.

Private schools.—The 4 day and boarding schools had 4 female teachers. They were attended by 115 pupils, 44 of whom were males and 71 females. These schools possessed an income of $225, derived from tuition and other sources.

Libraries.—There were 190 public libraries, containing 92,425 volumes; also 384 private libraries, having 126,251 volumes; a total of 574 libraries, containing 218,676 volumes.

The press.—The 97 periodicals issued had an aggregate circulation of 96,803 copies, with an aggregate annual issue of 9,518,576.

Churches.—Of the 530 church organizations, 301 had edifices, with 102,135 sittings, and the church property was valued at $1,722,700.

Pauperism.—Three hundred and thirty-six paupers were reported, of whom 105 were native whites, 85 native colored, and 146 foreigners.

Crime.—Of 329 persons imprisoned June 1, 1870, 202 were native whites, 60 native colored, and 67 were foreigners. One hundred and fifty-one persons were convicted during the year.

Age and sex of population.—Of the total population, 109,710 persons were from 5 to 18 years old—55,669 males and 53,041 females; 258,051 were ten years old and upward, and of these 148,152 were males and 109,899 females.

Occupations.—One hundred and twenty-three thousand eight hundred and fifty-two persons of these ages were engaged in various occupations, of whom 117,343 were males and 6,509 females; 73,228 were engaged in agricultural pursuits, of whom 72,918 were males and 310 females; 20,736 in personal and professional services, of whom 15,286 were males and 5,450 females; 11,762 in trade and transportation, of whom 11,736 were males and 26 females; 18,126 in manufactures and mechanical and mining industries, of whom 17,403 were males and 723 females.

Age and sex of working population.—Of these 123,852 employed persons 3,216 were from 10 to 15 years old, of whom 2,830 were males and 386 females; 117,235 were from 16 to 59 years old, of whom 111,227 were males and 6,008 females; 3,401 were 60 years old and over, of whom 3,286 were males and 115 females.

KENTUCKY.

[From report of Hon. H. A. M. Henderson, State superintendent of public instruction, for the scholastic year ended June 30, 1872.]

GENERAL CONDITION OF SCHOOLS.

There has been an evident increase of educational activity during the year, and the schools generally have made good progress. Of the 5,381 schools in the commonwealth, 5,308 have been taught. The whole number of children of school age reported is 416,763, an increase of 10,923. The fact that the number of children reported exceeds that of any preceding year, taken in connection with the unprecedented number of schools taught, is sufficient to demonstrate that the system is growing in the regards of the people.

SCHOOL REVENUE.

The total amount of estimated receipts for the year ended June 30, 1872, was $968,-176.80. At the beginning of the present school year there was a balance on hand of $26,872.77. The available fund for this year, including the balance on hand, is $912,-425.82. The appropriation for each child last year was $2.30. For the present year, ending June 30, 1873, it is $2.20.

SUSPENSION OF PAYMENT.

A large proportion of the schools this year were half or entirely "taught out" by the 10th of January. This created such a run upon the treasury that the school exchequer became exhausted, and numbers of matured claims had to lie over. The law for the collection of taxes allows the sheriffs until the first day of April to pay the revenue, while the school laws make the 10th of January the day for disbursing the larger amount for school purposes. The lack of harmony in these two provisions is the cause of infinite trouble and discontent.

PAYMENT OF TEACHERS.

As at present provided, no teacher can get any portion of his pay before the 10th of January. This provision makes it difficult in many districts, where it would be most convenient to have the school taught in the fall, to secure the services of a teacher. The bill now before the legislature provides a remedy for this. It contains also an amendment, providing for the direct payment of teachers by the commissioners. The existing law provides that the money due the teachers shall be paid to the trustees of the several districts. Numbers of cases have been reported where trustees have held back the school money from the teachers or bought their claims at a discount. To make the commissioner the disbursing officer to the teachers would remedy these evils, and would greatly increase the confidence of teachers in promptly receiving their pay.

DISTRICT TAXATION.

The opinion is expressed that "the common-school system cannot be enlarged except by granting to the people of the several districts the right of taxing themselves to extend the time and improve the character of the public schools." The endowment of the State and the general school-tax are, perhaps, sufficiently large. What is now needed is, that a law should be passed permitting the people, without the necessity of securing special legislation, to supplement it by local enterprise and direct taxation. "Counties that would probably vote against any increase of the general tax, because more than two-thirds of it would be disbursed outside the county, would be willing to submit to a tax in their several districts of twenty cents more, if the money was to be used within their own boundaries. All the States that have a well-developed common-school system have this provision. Our system can not develop the highest results until it is given room for growth."

THE RATE AMENDMENT.

Of this the superintendent says: "A wider observation and more thorough information of its workings make me more firm in my opinion that it works damage, abridges the freedom of the system to the very class that most need the aid of a public school, and that it ought to be repealed."

TRUSTEES.

The chief difficulty experienced by the commissioners is in securing the reports required by law from the trustees. Where there are three to a district, the responsibility is shifted from one to the other. The existing law provides for three; but the superintendent is strongly of the opinion that the work would be better done by one.

TEACHERS' INSTITUTES.

Many more teachers' institutes have been held during the year than ever before. General institutes were held in each of the congressional districts, and several of these were largely attended. The school law now before the legislature makes forfeiture of certificate the penalty for non-attendance on the part of teachers, unless satisfactory excuse is rendered. The superintendent considers this the only means of securing a full attendance at the institutes, and expresses the hope that it may become a law.

STATE TEACHERS' ASSOCIATION.

The State teachers' association was held in Frankfort, August 12 to 16, inclusive, and was attended by many of the most accomplished educators in the State. The exercises were of a higher character than formerly. The contingent expenses of the association had to be defrayed by the superintendent. The State formerly appropriated $300 to publish the proceedings of the association and pay its incidental expenses. This has been withdrawn, in the exercise of undiscriminating economy toward every agency for good connected with the school system.

SCHOOL-HOUSES.

The superintendent speaks strongly of the necessity existing throughout the State for better school-houses. He has seen many school-houses without a single window-glass; numbers of them are unchinked log-houses, and in very many the seats are without backs. The comfort and health of the children demand better buildings, and if they are to be properly taught there must be improved facilities. The suggestion is made that good school-houses be immediately built, upon a uniform plan furnished by the State board of education, under compulsory legislation, in every district in the State. The tax necessary to accomplish this would be small and temporary, and the result incalculably good.

NORMAL SCHOOLS.

The superintendent calls attention to a scheme for the establishment of a State normal school, which he considers indispensably necessary to the success of the common-school system. It is estimated that, the buildings once furnished, the annual cost of such an institution would not exceed $12,000. This would support a faculty of eight professors, who could teach 400 pupils, and gradually provide a corps of trained instructors adequate to the wants of the schools. It is urged that such a school be immediately organized, or that a normal professorship, sustained by the State, be established in each of the congressional districts.

EDUCATION OF THE COLORED PEOPLE.

The superintendent declares himself uncompromisingly opposed to mixed schools, or to any invasion of the school-fund raised by the taxation of the whites; but he favors the inauguration of a separate system, supported by taxes, *ad valorem* and poll, imposed upon the colored people themselves.

NATIONAL EDUCATION BILL.

This bill is considered entirely free from objection. "There is nothing in it which looks like concentration of power. It yields to the Federal Government no control over the free schools in any State or Territory." "The only feature which conditions the benefit of the funds is that any State or Territory must provide for the free education of all its children between the ages of six and sixteen and make an annual report to the Commissioner of Education in order to entitle itself to its portion of the national bounty." * * * * * * * * *

"Of course if Kentucky persists in making no provision for the education of the colored people she can not hope to receive any of the benefit of this fund." A letter from the Commissioner of Education states that "the distribution of $1,000,000 annually, as now

provided, will give Kentucky $58,695." It is suggested that if this amount be devoted to the education of the colored people, two things will be accomplished, viz, the funds for the support of such a system will be provided, and "the white system will be kept so thoroughly independent of obligation to the National Government that upon no pretense can Congress interfere therewith." Attention is called to the fact that "the distribution of this fund for the first ten years is upon the basis of illiteracy; and, on account of the large ignorant colored population, Kentucky's share is greater than that of any State north of the Ohio River."

CHANGES IN THE SCHOOL LAW.

The principal changes proposed in the bill now before the legislature are briefly as follows:

It provides for the disbursement of what is known as "the bonded surplus of the counties," and for the prevention of its future accumulation.

It makes four payments to teachers instead of three, as now, and changes the time thereof.

It gives the privilege to any common-school district desiring to improve the character or extend the time of the common schools in the State, upon the clearly-ascertained will of the people, to levy a tax not to exceed twenty cents on the $100 worth of taxable property in the district.

It gives cities and towns the privilege of levying a tax, not exceeding forty cents in any one year, on the $100 worth of taxable property, for the purpose of establishing a system of graded free schools.

It introduces two professional educators to the State board of education in addition to the secretary of state, attorney-general, and superintendent of public instruction, as now constituted, and makes these experts, in conjunction with the superintendent, a standing committee to prepare rules, by-laws, and regulations for the government of the common-schools of the State.

It provides for the building of school-houses; it provides for the superintendent's holding congressional institutes; and attendance of teachers upon the county institutes is made compulsory.

Various minor points are touched upon in the bill, but the efficient reconstruction of the school-system is embraced in those already mentioned.

OWENSBOROUGH.

PUBLIC SCHOOLS.

The public-school system has only been in operation one year in Owensborough. The report of the superintendent is very satisfactory. The study of German has already been introduced into the schools. Before the organization of these schools, a strong prejudice was entertained on the part of the citizens against the co-education of the sexes. This has now been entirely destroyed, and the practice has become exceedingly popular. Objections have been made to the high rate of taxation for the support of schools—30 cents on the $100—and a disposition is manifested on the part of many citizens to vote it down, and thereby manifest a refusal to sustain a system of public education.

INSTITUTION FOR THE BLIND.

This institution not only receives those who are totally blind, but those whose eyesight is so defective that they can not see to read are, when of suitable age, received and educated at the expense of the State.

In cases of extreme poverty, inmates of the institution are clothed by the State. They are instructed in the branches usually taught in public schools, and in music. The boys are also taught mechanical trades, and the girls to use sewing-machines and to do various kinds of fancy work.

INSTITUTION FOR DEAF-MUTES.

The age of admission to this institution is from 10 to 30. Pupils supported by the State are considered under obligation to remain five years; if they display talent and industry, they may remain seven. Applicants must be in good health, of sound mind, and good moral character.

INSTITUTE FOR FEEBLE-MINDED CHILDREN.

This is a school for the intellectual training of imbecile children, and not an asylum for the hopelessly idiotic. The State pays all expenses for the indigent children received, except transportation. The course of physical training unremittingly em-

ployed is one of the chief instrumentalities for strengthening the mental faculties, and is productive of most beneficial results. This institution has fully demonstrated the possibility of improving the minds of imbeciles, and of making them competent for self-provision.

KENTUCKY UNIVERSITY.

The plan of the Kentucky University presents some peculiar features. It embraces several colleges, each under the immediate government of its own faculty and presiding officer. The general supervision of the university is committed to the regent, who is elected from among the curators, is *ex-officio* chairman of the executive committee, and is the representative of the institution before the public.

The colleges of the university are the college of arts, with 9 professors and 173 students; the agricultural and mechanical college, with 10 professors and 217 students; college of the Bible, with 3 professors and 104 students; commercial college, with 5 professors and 67 students; college of law, with 3 professors and 26 students. The number of graduates for 1872 was 52. It is in contemplation to organize a normal college and a college of medicine.

In 1865 the agricultural and mechanical college, established upon the grant by Congress of 330,000 acres of land, was made a part of the university, and the citizens of Lexington having raised $100,000 for the purchase of an experimental and model farm and the erection of buildings for the agricultural college, the university was removed to that place. The tract of land occupied by the agricultural college contains 433 acres, and embraces "Ashland," the homestead of Henry Clay. The endowment and real estate of the university now amount to about $800,000.

Students wishing to reduce their expenses can labor at a reasonable compensation on the farm or in the shops. During the year about 75 students have availed themselves of the "compensated labor system," working four to five hours a day, and have received compensation at a rate exceeding that paid by any other industrial institution in the United States.

UNIVERSITY OF LOUISVILLE.

The medical department of the University of Louisville announces its thirty-sixth annual session. The university dispensary, which is upon the university grounds, and under the exclusive control of the faculty, affords desirable facilities to students.

The law department of the university makes its twenty-sixth annual announcement. The number of graduates for 1872 was 19. Students in this department are entitled to attend, without charge, the lectures in the medical department on medical jurisprudence.

LOUISVILLE MEDICAL COLLEGE.

The most gratifying success has attended the management of this college. The graduates have the privilege of becoming candidates for the position of resident graduate at the Louisville marine hospital. These positions are secured by competitive examinations. The number of graduates last year was 59.

KENTUCKY MILITARY INSTITUTE.

This institute is under the direction of a board of visitors appointed by the governor. The report of the board shows the institution to be in a most flourishing condition. The number of graduates for 1872 was 8.

BETHEL COLLEGE.

This institution was organized by the Bethel Baptist Association of Southwestern Kentucky as a high school, and was incorporated as a college in 1856. The endowment fund is $85,000, the beneficiary fund about $6,000, and the real estate, exclusive of the college grounds and buildings, is valued at $85,000. The institution is free from debt. A theological department is connected with the college.

EMINENCE COLLEGE.

This college is open to both sexes. The number of graduates for 1872 was 13.

HOCKER FEMALE COLLEGE.

The course of study is that usually pursued in colleges for young men.

CECILIAN COLLEGE.

This college was chartered in 1867, and is conducted under the auspices of the Catholic Church. It is for the instruction of boys, and includes a scientific and a commercial department.

SAINT MARY'S COLLEGE.

This institution is exclusively for the education of boys, and is under the care of the Roman Catholic Church. It is divided into two departments, classical and commercial.

KENTUCKY STATE TEACHERS' ASSOCIATION.

This association met at Frankfort, Monday, August 12, and the sessions continued through the week.

Dr. Henderson, State superintendent, was elected president, and B. N. Greham, secretary. Besides the regular address of Dr. Henderson, an essay on "Natural punishments" was read by G. E. Roberts; "Technical education in our schools," was treated of by J. A. Brown; "Great men who do nothing," by B. N. Greham; "Philosophy of composition," by Noble Burter; "Primary schools," by Hiram Roberts; "Professions and professors," by E. M. Murch; "Jacob Brown," a poem, by H. S. Stanton; "Natural science in public schools," by W. H. Lockhart; "Mental science," by Mrs. N. S. Roberts; "Sunlight and starlight," by W. J. Davis; "Sphere of the educated woman," by the State superintendent, Hon. H. A. M. Henderson; "Liberal education," by Noah K. Davis; "Malaria and ozone," by John Darby; "Geology of Kentucky," by J. B. Reynolds. W. H. Bartholomew gave lectures on penmanship. "How to win and retain the confidence of children," was a topic by T. J. Fish; Professor Jones demonstrated the law of falling bodies; Daniel Hough gave a practical exercise in reading.

About seventy-five teachers were present, representing all parts of the State.

TEACHERS' INSTITUTES IN KENTUCKY.

During the past summer twelve institutes were held in the State of Kentucky under the general direction of the State superintendent of public instruction, Hon. H. A. M. Henderson. In the work of each institute, Dr. Henderson was assisted by Professor P. A. Towne, of Paris, Kentucky, and by such local force as was available. At each institute, except two, Dr. Henderson gave lectures on "Popular education" and on "The sphere of the educated American woman."

The object of these institutes was to secure the permanent establishment of a strong organization for each county in the State. The superintendent reviewed the present school law of the State and indicated amendments that he hoped to see enacted. He advocated the establishment of at least one great normal school for the State. These institutes were called congressional institutes, because they, theoretically, at least, were supposed to represent the congressional districts in the State.

At Mayfield, June 3, Dr. Thompson, commissioner of McCracken County, presided. Five counties were represented by their commissioners and by forty-five teachers.

At Henderson the first institute for the second district was held June 10; R. P. Thornberry, commissioner of Webster County, presided.

The second institute for this district was held at Hopkinsville, June 17; G. A. Champlin, commissioner of Christian County, presided.

At Glasgow, June 24, the institute for the third district was held; Richard P. Collins, commissioner for Barren County, presiding, with over fifty teachers in attendance from five counties. The institute for the fourth district was at Elizabethtown, July 1; Judge Bush, of Larue County, presiding, with more than seventy teachers in attendance from six counties. Professor Heagan, of Hamilton College, took an active part in the meetings of the institute.

The institute for the eighth district was at Stanford, July 8; R. C. McBeatte, commissioner for Wayne County, in the chair. D. W. Coleman, commissioner of Casey County; J. K. West, of Garrard County; and R. F. Coldwell, of Boyle, represented those counties. S. S. McRoberts, commissioner of Lincoln County, was present. L. G. Barbour, of Danville; Professor J. B. Meyers, of Stanford; and B. N. Greham, commissioner of Fayette County, rendered valuable service.

The institute for the ninth district was held at Manchester, July 15; J. E. White, commissioner of Clay County, presiding; twenty-five teachers were present, and several commissioners from adjoining counties.

The institute for the seventh district was held at Carlisle, July 22; J. M. Chism, commissioner of Nicholas County, presiding. All the sessions of the week were attended by the citizens *en masse*, and there were more than four hundred persons present at the adjournment. Besides the addresses of Dr. Henderson, President Argobast, of the Wesleyan College at Millersburg, read an essay on "What and how to read;" Dr. Reynolds, of Louisville, read one on "The mission of the teacher." The institute was regarded as a very profitable one.

The institute for the tenth district was held at Maysville, July 29 to August 2, inclusive; Judge E. Whitaker presided. Professor H. R. Blaisdell and Professor Smith, of Maysville, took an active part in the work of the week. Professor Yancy, of Augusta College, gave his method of teaching history.

At Cynthiana, August 5, the institute for the sixth district was presided over by J.

F. Lebus, commissioner of Harrison County. More than a hundred teachers were in attendance, being numerically the largest institute of the summer except that at Louisville, and the work accomplished was very satisfactory.

The first institute for the fifth district was at Eminence, August 20; Hon. Z. F. Smith, late State superintendent, presiding. The second institute for the district was at Louisville, W. H. Bartholomew presiding. This was a very important meeting.

REV. ROBERT JEFFERSON BRECKINRIDGE.—OBITUARY.

Rev. Robert Jefferson Breckinridge, D. D., LL. D., died at his home, in Danville, December 27, 1871.

He was a son of Hon. John Breckinridge, author of the Kentucky resolutions of 1798, and United States Attorney-General under President Jefferson; born at Cabell's Dale, March 8, 1800; studied at Princeton and Yale; graduated at Union College, New York, 1819; admitted to the bar 1823; practiced law in Kentucky until 1831; member of the State legislature in 1825, 1826, 1827, and 1828; united with the Presbyterian Church in 1829, and was soon after elected ruling elder; studied a few months at Princeton, and was ordained pastor Second Presbyterian Church, Baltimore, Maryland, 1832; president or principal of Jefferson College, Cannonsburgh, Pennsylvania, and pastor of the church, 1845; pastor First Presbyterian Church, Lexington, Kentucky, and State superintendent of public instruction, 1847; professor of exegetic, didactic, and polemic theology in the Presbyterian Theological Seminary at Danville, 1853.

Dr. Breckinridge was a man of commanding influence in both church and state. His intellect was quick, piercing, powerful, with a grasp of thought, a closeness of reasoning, and a fertility of illustration which few could rival, rendering him equal to any emergency, whether to fill a theological chair, to address a promiscuous audience, to join in an extemporaneous debate, to preside over a literary institution, or sway the councils of a political convention. From his first public appearance in ecclesiastical matters in the Cincinnati convention, 1830, he was one of the leading minds in the Presbyterian Church, and in his later as well as earlier years took an active part in civil affairs.

As a preacher, he was scriptural, doctrinal, and closely argumentative; he was great (and greatly) in controversy, but it was in deliberative bodies that his powers appeared to the greatest advantage. His acquaintance with judicial proceedings, his self-reliance, his peculiarly gentle but penetrating voice, his unsurpassed command of appropriate language, and his ability to bring his full strength to bear upon the question at issue, made him a most powerful advocate or a most formidable opponent.

He was a voluminous writer; published Papism in the Nineteenth Century in the United States, 1841; Travels in France, Germany, &c., 1841; Memoranda of Foreign Travel, 1845; Internal Evidence of Christianity, 1852; two large volumes of theology, 1857 and 1859, and innumerable pamphlets on slavery, temperance, Popery, Universalism, Presbyterianism, education, agriculture, politics, besides editing several periodicals.

The value of his six years' service as superintendent of public instruction is gratefully acknowledged by his successors in that office. One of them, in his annual report for 1859, says that "to Dr. Breckinridge, above all others, the people of Kentucky owe the establishment of our system of common schools. He found that system a ruin; he left it a majestic fabric; he found it a prey to the timidity of legislation and the plunders of party; he left it beyond legislation and beyond party, fixed immovably among the powers of government in the organic law of a great commonwealth."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Kentucky was the eighth State in population, having 1,321,011 inhabitants, within an area of 37,680 square miles, an average of 35.33 persons to the square mile. This population consisted of 1,098,692 whites, 222,210 colored, 1 Chinese, and 108 Indians. Of these 1,257,613 were natives of the United States and 63,398 were foreign-born. Of the native residents of the State 875,415 whites, 205,583 colored, and 83 Indians were born within its borders, while of the foreign residents 30,318 were born in Germany, 4,173 in England, and 21,642 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 181,225 persons attended school, and of these 1,162 were foreign-born. The white male scholars numbered 91,225, and the white female scholars 82,278, an aggregate of 173,503 whites. The colored pupils numbered 7,702, of whom 3,520 were males and 4,182 females. There were also 20 Indians—7 males and 13 females.

Illiteracy.—The number of inhabitants of all races, ten years old and over, unable to write, was 332,176, of whom 7,231 were foreign-born.

Age, sex, and race of illiterates.—Of the 201,077 white illiterates, 57,766 were from ten to fifteen years of age, and of these 31,752 were males and 26,014 females; 36,760 were

from fifteen to twenty-one years old, of whom 18,724 were males and 18,036 females; 106,551 were twenty-one years old and over, of whom 43,826 were males and 62,725 females. Of the 131,050 colored illiterates, 24,958 were from ten to fifteen years old, of whom 12,891 were males and 12,067 females; 24,926 were from fifteen to twenty-one years old, of whom 12,157 were males and 12,769 females; 81,166 were twenty-one years old and over, of whom 37,889 were males and 43,277 females; 12 male and 37 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 5,149, having 6,346 teachers, of whom 3,972 were males and 2,374 females, to educate the 245,139 pupils, of whom 125,734 were males and 119,405 females.

Amount and source of educational income.—The total income of all the educational institutions was $2,538,429, of which $393,015 were derived from endowment, $674,992 from taxation and public funds, and $1,470,422 from tuition and other sources.

Public schools.—The 4,727 public schools throughout the State, with their 5,351 teachers, of whom 3,468 were males and 1,883 females, were attended by 218,240 pupils, of whom 111,802 were males and 106,438 females. To educate these they possessed a total income of $1,150,451, of which $24,885 were derived from endowment, $604,905 from taxation and public funds, and $520,661 from tuition and other sources.

Colleges.—The 42 colleges, with their 223 teachers, 119 male and 104 female, were attended by 5,864 students, of whom 3,395 were males and 2,469 females. To educate these they possessed a total income of $431,437, of which $180,831 were derived from endowment, $3,999 from taxation and public lands, and $246,607 from tuition and other sources.

Academies.—The 95 academies, with their 286 teachers, 146 males and 140 females, had an attendance of 6,224 pupils, 3,049 males and 3,175 females, for the education of whom they possessed a total income of $254,498, of which $4,000 were derived from endowment, $9,148 from taxation and public funds, and $241,350 from tuition and other sources.

Private schools.—The 195 day and boarding schools had 302 teachers, of whom 128 were males and 174 females. They were attended by 7,948 pupils, 3,170 of whom were males and 4,778 females. These schools possessed a total income of $335,865, of which $730 were derived from endowment and $335,135 from tuition and other sources.

Libraries.—There were 1,172 public libraries, containing 318,985 volumes; also 4,374 private libraries, having 1,590,245 volumes—a total of 5,546 libraries, containing 1,909,330 volumes.

The press.—The 89 periodicals had an aggregate circulation of 197,130 copies, with an aggregate annual issue of 18,270,160.

Churches.—Of the 2,969 church organizations, 2,696 had edifices with 878,039 sittings, and the church property was valued at $9,824,465.

Pauperism.—One thousand seven hundred and eighty-four paupers were reported, of whom 963 were native whites, 704 native colored, and 117 foreigners.

Crime.—Of 1,067 persons in prison June 1, 1870, 525 were native whites, 443 native colored, and 99 foreigners; 603 persons were convicted during the year.

Age and sex of population.—Of the total population, 454,539 persons were from 5 to 18 years old, 230,491 males and 224,048 females; 930,136 were ten years old and upward, and of these, 466,762 were males and 463,374 females.

Occupations.—Four hundred and fourteen thousand five hundred and ninety-three persons of these ages were engaged in various occupations, of whom 364,300 were males and 50,293 females; 261,080 were engaged in agricultural pursuits, of whom 257,426 were males and 3,654 females; 84,024 in personal and professional services, of whom 41,974 were males and 42,050 females; 25,292 in trade and transportation, of whom 24,961 were males and 331 females; 44,197 in manufactures and mechanical and mining industries, of whom 39,939 were males and 4,258 females.

Age and sex of working population.—Of these 414,593 employed persons, 42,985 were from 10 to 15 years old, of whom 34,283 were males and 7,802 females; 348,190 were from 16 to 59 years old, of whom 307,718 were males and 40,472 females; 24,318 were 60 years old and over, of whom 22,299 were males and 2,019 females.

LOUISIANA.

[From report of Hon. Thomas W. Conway, State superintendent of instruction, for the year 1871.]

SCHOOL FUND.

The school fund for the scholastic year 1871, (from January 1 to December 31,) as far as can be determined from data received, was as follows:

Balance due from former school board	$35,173 13
Balance due from parish treasurers	23,266 08
Amount from State apportionments	420,574 74
From corporate authorities	51,572 47
From interest on sale of school-lands	24,387 28
Total	554,973 70

DISBURSEMENTS.

Previous indebtedness	$9,502 27
Teachers' wages	448,023 78
Rent of school-houses	35,653 20
Repairs	2,940 47
School furniture	2,733 65
Fuel and incidentals	18,597 33
School apparatus	1,356 53
School-house sites	690 00
Building school-houses	12,337 02
Total	531,834 25

NUMBER OF PUPILS.

The State is divided into six school divisions. The number of pupils enrolled is as follows:

First division	3,591
Second division	6,200
Third division	10,107
Fourth division	5,845
Fifth division	No report.
Sixth division	19,091
Total	44,834

AVERAGE DAILY ATTENDANCE.

First division	2,856
Second division	4,396
Third division	No report.
Fourth division	No report.
Fifth division	No report.
Sixth division	13,335
Total	20,587

NUMBER OF TEACHERS EMPLOYED.

First division	104
Second division	121
Third division	221
Fourth division	130
Fifth division	No report.
Sixth division	381
Total	957

Average rated pay of teachers per month, $60.60; average duration of schools, 6 months 10 days.

NEW SCHOOL LAW.

The school act of 1870 was not open to serious objections in its general features, but the agencies for carrying out its provisions were so cumbrous and complicated that amendments were necessary.

In January, 1870, the State board of education, at its annual meeting, proposed such modifications of the school act as would remove the most formidable of the difficulties. These views were submitted to the standing committee on public schools, and by them in the main approved and formally reported. The proposed amendments were adopted by both houses of the legislature, and on the 16th of March the act was approved by the governor and became a law. By these amendments the former ward boards of school directors were abolished and the places of the old directors of parish school boards were vacated. The State board of education was called together and, as promptly as possible, new parish boards were appointed, together with boards of directors for the various incorporated towns and cities of the State. The re-organization of the school work absorbed time, but the delay was amply compensated for by the increased efficiency of the amended law.

TEACHERS' INSTITUTES.

Under section 10 of the act approved March 16, 1870, the division superintendents are required to hold once in each year a teachers' institute in their respective divisions.

In conformity with this regulation, and under the direction of the State superintendent of public education, four institutes were held during the year—at Amite in June, at Carrollton June 8, 9, and 10, at Franklin June 16 and 17, and at New Orleans May 31 and June 1 and 2.

These first teachers' institutes ever convened in the State excited the deepest interest. In every case there was a full attendance of teachers and members of the school board, and the exercises were varied and instructive. Papers on methods of teaching and discipline were read, and Miss Hattie M. Morris, from the Oswego training-school, gave in all the institutes lectures on the best methods of instructing in arithmetic, geography, grammar, and botany, and in the course practically illustrated the benefit to be derived from the proper use of the blackboard.

The institute in the city of New Orleans was perhaps the most interesting. Three hundred and fifty-one teachers answered to the roll, and the addresses of Mr. Conway, the State superintendent, and of Mr. Carter, the division superintendent, were listened to with marked attention.

The harmony of the meeting was somewhat disturbed by a few persons in evident sympathy with that portion of the community hostile to the school system; but in the face of these ill-timed and senseless exhibitions, Mr. Carter testified to the increasing confidence felt in the schools, instancing several gentlemen who had fought against the Government during the late war, and who might at least be expected to be lukewarm toward the school system, but who are ready to declare that the "closing of the public schools would be one of the greatest calamities that could happen to the State."

STATE TEACHERS' ASSOCIATION.

The first germ of this valuable auxiliary to teachers' institutes is found in the second division, where the teachers of two parishes formed a society for mutual improvement.

THE STATE UNIVERSITY.

A communication received by the State superintendent from Colonel Boyd, superintendent of the university, gives a concise and comprehensive view of the wants and prospects of the institution.

The wants as enumerated are: First, plenty of money to pay our debts; second, more room for academic and other purposes, or an immediate reduction of the number of cadets; third, more apparatus, a larger library, and five new professors, viz, of moral and mental philosophy, Greek, agricultural chemistry, and natural history; fourth, for purposes of discipline and better order, muskets for the corps of cadets.

In connection with these wants, Colonel Boyd remarks that "the university must not depend on warrants; that if the State cannot pay its quota of university expenses in United States Treasury notes, then the university must either give up the State or beneficiary cadets, or stop altogether; and that the tuition should be made absolutely free." He also heartily indorses the action of the Tennessee State legislature, asking Congress to pass the land-grant scheme for the benefit of one, and only one, college or university in each State.

Accompanying the communication was a form of scheme for donation, or raising an endowment for the university: For $100 the university pledges itself, through attached

coupons, to give four years' tuition. As the regular tuition fee is $80 per annum, the advantages of the offer are manifest.

The total number of matriculates since September 1 is one hundred and fifty-one; ten applicants were refused admission for inability to pass the entrance examination; and the total number of cadets now, present and absent, is one hundred and thirty-two.

AGRICULTURAL AND INDUSTRIAL SCHOOLS.

The report calls attention to the fact that the scrip issued by the General Government for the establishment of an agricultural college has been secured, and urges immediate action in this direction; and further hopes that the legislature may not adjourn without making provision for the establishment of industrial and evening schools.

PEABODY FUND.

The agent, Dr. Sears, in his sixth annual report, says: "Our mode of distribution in this State is the same as it was last year. We still have the valuable services of Hon. R. M. Lusher, as local agent, without salary. On his recommendation donations have been made to schools as follows: $7,550 distributed among twelve towns, in sums varying from $900 to $300; for 50 pupils in New Orleans normal school, $1,600; for model school attached to it, $300; for pupils in other normal schools, $300; in all, $9,750. Of this amount $750 belong to the appropriation made for last year."

PECULIAR CONDITION OF CERTAIN RURAL DISTRICTS.

In the parish of Livingston, in the first district, there are reported 18 male and 3 female teachers. This disparity arises from the wilderness nature of the country, a great portion being covered with dense undergrowth, through which run bayous, creeks, and swamps; in many instances teachers and pupils have to traverse several miles through marshes and brush to reach the school-house; the school-buildings are generally log-huts, with the rudest furniture and apparatus.

Within seventy-five miles of the Queen City of the South, you find a population chiefly of French extraction, mostly descendants from the exiles of Acadia, with an admixture of Spanish, Portuguese, and Italian elements. Their language is a corruption of French, hardly intelligible to an educated Frenchman, and their manner of living is that of a hundred years ago. If they build a house to-day, though in a land abounding in cypress lumber, it is invariably the "adobe" cabin, mud walls thatched with palmetto leaves.

The district inspector states that he visited a community of over 1,200 inhabitants, where a Christian minister had never been, except a Catholic priest, and he but once a year. He further asserts: "I do not believe six persons could be found (excepting three persons who had been sent in charge of schools) who could read or write in any language, or that a particle of printed matter, even a Bible, could be found in one of their houses, except the school-books that had been recently sent for the use of pupils. Bear in mind that this people understand not a word of English, and that their children never hear it save from their teachers, and it will be understood how the colored children have so much the advantage over them."

MIXED SCHOOLS.

Mixed schools exist in every division in the State. In the first division 1,510 white children attend public schools to 4,690 colored. This disproportion arises from the fact that the poor whites will not apply for the admission of their children into schools attended by colored children; the few white children found in the schools of this division are universally the children of intelligent parents. Among the Acadians, in the second division, very few colored people reside, and these, with generous toleration, prefer to send a great distance, often from four to six miles, rather than apply where they know they would be unwelcome. The schools, then, in these localities become by the nature of things white schools.

In the third division the subject of mixed schools has caused no embarrassment whatever. The majority of the schools are separate, from the choice of parents of all classes; but in some localities children of both races are found in the same school.

In the city of New Orleans, as a general thing, pupils have preferred schools where their associates are of their own race; but in the instances where the schools have become to some extent mixed schools, no difficulty has been experienced.

In the Bienville school, under the passionate impulse of the moment, the whole number of white children was withdrawn upon the admission of colored pupils. All, however, subsequently returned, and the school proceeded harmoniously.

NEW ORLEANS.

THE BOARD OF EDUCATION.

Under the amended law the power of appointing school directors for the city of New Orleans was vested in the State board of education. It was hoped that the amended law, by bringing the board into harmony with the State authorities, would enable those who succeeded to the control of the schools to remedy the evils resulting from the neglect of the former authorities, and end the dissensions with regard to the control of the schools which had existed for the two years previous.

The work of the board was distributed among the following standing committees: On teachers, on school-houses, on finance, on high and normal schools, on text-books and apparatus, on library, on rules and regulations.

An estimate of the amount of money needed for the current year was made, as follows: For pay-roll of teachers proper and for ordinary expenses, $360,000; for school-books and stationery, $25,000; for buildings and necessary repairs, $95,000; total, $480,000. Of this, the State fund was expected to furnish $130,000, leaving $350,000 to be provided by the city. This estimate was reported to the city administrators, who, in pursuance of law, were directed to have a tax for the above-named sum levied and collected. Legal difficulties, which appeared to them insurmountable, led to a refusal on the part of the administrators; which refusal, being subsequently sustained by a decision of the supreme court, cut off from the board this legitimate source of revenue. More than half the State apportionment was already due for services rendered prior to the creation of the present board, so that a balance of less than $70,000 was the only reliance of the board in the face of expenses estimated at $480,000. At this juncture the State superintendent of education generously advanced the probable amount of the next apportionment of the State school-fund, thus placing $30,000 in the hands of the board for immediate use.

SCHOOL-BUILDINGS.

There are seventy-four buildings occupied by the public schools, of which thirty-six are the property of the city, and are estimated at a total value of $653,000. Some of the leased buildings are really unfit for school purposes, and both economy and an intelligent regard for the prosperity of the public schools demand the erection of suitable school-buildings. The estimated value of the school-furniture belonging to the city is $42,000, and of school apparatus $8,000, which, added to the value of the buildings owned, gives a total of $703,000 invested in school property. The schools are still very deficient in the apparatus necessary to the highest success of the teacher.

MODEL SCHOOLS.

In response to a request from the State superintendent of education, two of the public-school buildings of the city, viz, the Washington girls' school and the Fisk boys' school, were placed at his disposal for the purpose of establishing model schools.

NORMAL SCHOOL AND COLLEGE.

In conclusion, the report earnestly urges the establishing, in the city, of a normal school for the training of teachers, and a free college in which graduates from the high schools may complete their education.

LOUISIANA STATE UNIVERSITY.

This institution is very unfortunate in its pecuniary embarrassments and incomplete means of instruction. "The financial condition," says the superintendent, "is as bad as it can be when fifty cents must do the work of a dollar." Notwithstanding these drawbacks, the past year has been in many respects a successful one. The standard of scholarship, both for admission and graduation, has been raised; important additions have been made to the apparatus, cabinets, and library, and the number of graduates was unusually large.

The course of study embraces a preparatory and an academic department, a special school of civil engineering, and a commercial course. The academic department comprises a literary, scientific, and optional course. The preparatory department is designed to be temporary, and will be dispensed with as soon as the public and private schools throughout the State are sufficiently organized to become constant feeders to the university. The discipline is military.

By act of the legislature, the professors of engineering, chemistry, mineralogy, geology, and botany are required to make, jointly, a topographical, geological, and botanical survey of Louisiana. To this duty they devote not less than four months of every

year. The third annual report of these professors has been published, and has attracted considerable attention in the scientific world. The survey is now nearly completed.

Until the rebuilding of the college edifice near Alexandria, (destroyed by fire October, 1869,) the institution is temporarily located at Baton Rouge. Of the 175 cadets, 131 are State beneficiaries.

POLYTECHNIC AND INDUSTRIAL INSTITUTE OF LOUISIANA.

This movement received its initial impulse in the New Orleans Academy of Sciences, on the 12th day of February, 1872. Resolutions were unanimously adopted recognizing the necessity for technical training in the physical sciences, and instruction in the mechanical arts, recommending the founding of a polytechnic school in the city of New Orleans, and inviting the New Orleans Mechanics' Society to co-operate with the academy for the promotion of the enterprise.

A convention was subsequently held at which about fifty delegates, representing the diversified interests of the State, were present. A committee appointed to prepare a plan for a polytechnic and industrial school submitted their report in the ensuing May. A charter has been obtained, and steps will soon be taken by the board of managers for carrying out the plan adopted.

SAINT CHARLES COLLEGE.

This institution, incorporated in 1852, is conducted by the members of the Society of Jesus. The plan of instruction is the same as that of first-class academies, with the addition of a commercial course.

NEW ORLEANS DENTAL COLLEGE.

This college announces its sixth regular course of lectures. The projectors sought in its establishment to meet the great necessity, made more urgent by the impoverishing result of the late war, for such an educational institution in the South; and its success has fully answered their expectations. The aim of the college is to give the highest order of instruction, not only in the dental art, but in its collateral sciences. The curriculum is so arranged as to compel each student to spend a large proportion of every day in actual practice in the infirmary and laboratory. Twenty-two lectures are delivered each week, occupying about an average of four hours a day.

REV. CHARLES S. DOD—OBITUARY.

Rev. Charles S. Dod, born in Elizabeth, New Jersey, 1814, graduated at Princeton, 1833, died in the Presbytery of New Orleans, November 23, 1872. His father, Daniel Dod, was a master-builder of steam-engines, and, being distinguished for mathematical learning, was offered, but declined, a professorship in Rutgers College in 1811. In 1834 his son became classical tutor in the University of Georgia, and afterward principal of the Darien (Georgia) Male Academy; from 1838 to 1840, professor of mathematics in Jefferson College, Cannonsburgh, Pennsylvania; 1840 to 1844, principal again of Darien Academy, when he entered the ministry, in which he labored at periods as pastor of Presbyterian churches at Augusta, Georgia; Holly Springs, Mississippi; Plaquemine, Louisiana; chaplain in the confederate army, with superintendence of the Macon, Georgia, hospital, and finally as an evangelist in the Teche (Louisiana) country. Between these intervals he was principal of the Roswell High School, Cobb County, Georgia, 1847 to 1849; president West Tennessee College, 1854 to 1861; principal of Plaquemine Presbyterian Seminary, 1869 to summer of 1872. The continual demand for his services as an educator is the best testimony to his eminent worth and usefulness in that field.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Louisiana was the twenty-first State in population, having 726,915 inhabitants within an area of 41,346 square miles, an average of 17.58 persons to the square mile. This population consisted of 362,065 whites, 364,210 colored, 71 Chinese, and 569 Indians. Of these 665,008 were natives of the United States and 61,827 were foreign-born. Of the native residents of the State 237,453 whites, 263,956 colored, 453 Indians, and 2 Chinese were born within its borders; of the foreign residents 18,933 were born in Germany, 2,811 in England, and 17,068 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 51,259 persons attended school, and of these 571 were foreign-born. Of the 40,183 white scholars, 20,542 were males and 19,641 females. Of the 11,076 colored scholars, 5,467 were males and 5,609 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 276,158, of whom 7,285 were foreign-born.

Age, sex, and race of illiterates.—Of the 50,749 white illiterates, 13,525 were from 10 to 15 years of age, and of these 7,130 were males and 6,395 females; 9,636 were from 15 to 21 years old, of whom 4,710 were males and 4,926 females; 27,588 were 21 years old and over, of whom 12,048 were males and 15,540 females. Of the 224,993 colored illiterates 33,353 were from 10 to 15 years old, of whom 16,978 were males and 16,375 females; 35,591 were from 15 to 21 years old, of whom 15,873 were males and 19,718 females; 156,049 were 21 years old and over, of whom 76,612 were males and 79,437 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 592, having 1,902 teachers, of whom 926 were males and 976 females, to educate their 60,171 pupils, of whom 29,854 were males and 30,317 females.

Amount and source of educational income.—The total income of all the educational institutions was $1,199,684, of which $34,625 were derived from endowment, $564,988 from taxation and public funds, and $600,071 from tuition and other sources.

Public schools.—The 178 public schools, with their 459 teachers, of whom 122 were males and 337 females, were attended by 25,832 pupils, of whom 12,095 were males and 13,737 females. To educate these they possessed a total income of $473,707, of which $445,683 were derived from taxation and public funds and $28,024 from tuition and other sources.

Colleges.—The 8 colleges, with their 100 teachers, 84 male and 16 female, were attended by 1,567 students, of whom 1,139 were males and 428 females. To educate these they possessed a total income of $150,194, of which $31,750 were derived from endowment, $82,300 from taxation and public funds, and $36,144 from tuition and other sources.

Academies.—The 28 academies, with 276 teachers, 33 male and 243 female, had an attendance of 2,690 pupils, 852 male and 1,838 female, for the education of whom they possessed a total income of $198,525, of which $2,525 were derived from endowment, $2,300 from taxation and public funds, and $193,700 from tuition and other sources.

Private schools.—The 293 day and boarding schools had 548 teachers, of whom 297 were males and 251 females. They were attended by 16,332 pupils, 7,324 of whom were males and 9,008 females. These schools possessed a total income of $193,692, of which $350 were derived from endowment, $2,905 from taxation and public funds, and $190,437 from tuition and other sources.

Libraries.—There were reported in the State 480 public libraries, containing 263,266 volumes; also 1,852 private libraries, having 584,140 volumes—making a total of 2,332 libraries, containing 847,406 volumes.

The press.—The 92 periodicals had an aggregate circulation of 84,165 copies, with an aggregate annual issue of 13,755,690.

Churches.—Of the 638 church organizations, 599 had edifices, with 213,955 sittings, and the church property was valued at $4,048,525.

Pauperism.—Five hundred and seven paupers were reported, of whom 279 were native whites, 130 were native colored, and 98 were foreigners.

Crime.—Of 845 persons imprisoned June 1, 1870, 460 were native whites, 358 native colored, and 27 foreigners; 1,559 persons were convicted during the year.

Age and sex of population.—Of the total population, 226,114 persons were from 5 to 18 years old—112,520 males, 113,594 females; 526,392 were 10 years old and upward, and of these 261,170 were males and 265,222 were females.

Occupations.—Two hundred and fifty-six thousand four hundred and fifty-two persons of these ages were engaged in various occupations, of whom 198,168 were males and 58,284 females; 141,467 were engaged in agricultural pursuits, of whom 114,530 were males and 26,937 females; 65,347 in personal and professional services, of whom 36,883 were males and 28,464 females; 23,831 in trade and transportation, of whom 23,496 were males and 335 females; 25,807 in manufactures and mechanical and mining industries, of whom 23,259 were males and 2,548 females.

Age and sex of working population.—Of these 256,452 employed persons, 18,632 were from 10 to 15 years old, of whom 11,600 were males and 7,032 females; 222,890 were from 16 to 59 years old, of whom 174,150 were males and 48,740 females; 14,930 persons were 60 years old and over, of whom 12,418 were males and 2,512 females.

MAINE.

[From report of Warren Johnson, State superintendent of instruction, for the scholastic year ended October 31, 1871.]

FINANCIAL STATEMENT.

Raised by direct taxation	$743,326
New school-houses	117,364
Private tuition in and out of the State	60,326
To prolong schools	12,966
To pay superintending school committees	23,623
Appropriation for county supervision	16,000
Appropriation for teachers' institutes	8,000
Appropriation for normal schools	25,000
Expense of annual report, (7,000 copies)	3,500
Superintendent's salary, clerk, traveling expenses, &c	3,800
Interest of permanent school fund	15,444
Derived from local funds	14,639
Aggregate expended for educational purposes	1,043,988

Total valuation of State property	$224,585,325.
Rate of aggregate school expenditure to valuation	43.5 mills.
Rate of direct taxation	3.3 mills
Excess of taxation above amount required by law	$132,213 00
Amount raised per scholar by direct taxation	3 29
Expenditure for each census scholar	4 62
Expenditure for each registered scholar	8 89
Expenditure for each average attendance	11 07

Maine takes high rank among those States that tax themselves lowest in aid of public instruction. If a saving could be effected in other departments, and the same diverted into the common-school channel, a vast change for the better would ensue.

ATTENDANCE.

Whole number of scholars between 4 and 21 years of age	225,508
Number registered in summer schools	120,295
Average attendance	193,066
Number registered in winter schools	134,065
Average attendance	07,717
Per cent. of average attendance to whole number	50
Per cent. of average attendance to scholars registered	79
Per cent. of average attendance to summer schools registered	78
Per cent. of average attendance to winter schools registered	80
Probable number of truants or absentees	18,989

Average length of summer schools, 5½ days per week, 9 weeks, 3 days.
Average length of winter schools, 5½ days per week, 10 weeks.
Average length of schools for the year, 19 weeks, 3 days.

DISTRICTS AND SCHOOL-HOUSES.

Number of districts	4,003
Number of parts of districts	350
Number of districts with graded schools	420
Number of school-houses	3,917
Number of school-houses in good condition	2,234
Number of school-houses built last year	119
Cost of the same	$117,364
Estimated value of all school-property	$2,488,560

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed in summer	119
Number of male teachers employed in winter	1,801
Number of female teachers employed in summer	3,790

Number of female teachers employed in winter	2,180
Number of teachers graduates of normal schools	264
Average pay of male teachers per month, excluding board	$32 44
Average pay of female teachers per week, excluding board	3 43
Average cost of teachers' board per week	2 30

MODIFICATION IN SCHOOL LAW.

Since January, 1871, the following acts have been passed, modifying the educational legislation of previous years: Any city or town may 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. Towns may empower the school district agents to employ the teachers, instead of the superintending school committee. A tax of one mill per dollar is to be annually assessed upon all property in the State according to valuation, to be known as the mill tax for the support of common schools. The first distribution of this fund shall be made January 1, 1873. All of this fund not distributed or expended during the financial year shall, at the close of such year, be added to the permanent school fund. The amount to be raised by towns and plantations for the support of schools is changed from one dollar to eighty cents for each inhabitant, according to the State census. Savings-banks shall be required to pay to the State one-quarter of one per cent. on all deposits, to be appropriated for the use of common schools. The act creating the office of county supervisor of schools has been repealed.

SCHOOL REVENUE.

The "school mill tax" will amount to $224,530. This will be disbursed to the several towns according to the number of scholars, in the same manner as the interest of the permanent school fund. Apart from the school moneys raised by the town, the above sources of revenue will give about $1.60 for each person in the State between the ages of 4 and 21. In her school expenditure *per capita* of school population, Maine ranks the lowest of the Northern States. In this respect she holds the twenty-first position, while in wealth *per capita* of total population her rank is the thirteenth. The gross expenditure is now about $1,000,000. It should be increased to $1,500,000 at least.

Although not yet quite up to the full measure of duty and ability, the long stride made by the last legislature toward an even rank with sister communities is an encouraging fact to the friends of education. The school revenue has been in a measure equalized, and increased more than one-third. In 1871, the school income required by law was about $625,000. In 1872, this sum has been increased by legislation to $840,000. This affords an average of $3.75 (nearly) to each person in the State between 4 and 21 years.

SCHOOL CENSUS AND ATTENDANCE.

During the past ten years there appears to have been a gradual decrease in the number of youth between the ages of 4 and 21. The school population of 1861 was 243,171. For 1871 it is 225,508. The school age begins too early and ends too late, and this presents our average attendance in an unfavorable and unjust light. The profitable limit of school age would be between six and eighteen, inclusive. If this term were adopted by a majority of the States, the comparative school statistics would present a nearer approximation to the truth than they do at present.

The total school attendance has been less this year than last, while the average attendance has nearly equaled that of last year. The average city attendance, .42, is much below the average in the State, .50. While we can not expect to gather into the public school over 65 or 70 per cent. of the total number of youth, with the school age as at present established, we ought to secure a better attendance than at present, both in the total registered and in constant presence. A loss of 15 per cent. in attendance is equivalent to a waste of $150,000 annually. The almost 20,000 truants reported should be brought into the school-room by the compelling power of the State. School committees throughout the State are almost unanimous in urging the importance of some legislative enactment to secure the education of all the youth in our State.

LENGTH OF SCHOOL TERMS.

The summer schools for 1871 were the same as 1870; the winter schools one day shorter. With two exceptions (New Hampshire and Nebraska) Maine has the shortest schools of any of the Northern States. The school terms are of unequal length in different communities, the cities and villages enjoying much larger school privileges than the rural districts and remote towns. This can not be perfectly balanced, but a grand approximation to it may be made by the abolition of the district system, by an equable school revenue, and by the free high-school system.

GRADED SCHOOLS.

The number of graded schools reported in 1870 was 230. The number reported this year is 420, showing a large advance in the efforts of committees and supervisors to evolve order from the chaos of the "mixed schools" and to classify school-work. The general result has been far above the possibilities of the old ungraded schools. The principal weak point now is the course of study. This problem is, however, receiving so much attention that we may hope soon to have a fixed order of instruction from the primary upward. The graded system exhibits better results where the single superintendent holds positive sway than where the various schools are intrusted to the divided rule of sub-committees.

Next to a school system and to graded schools comes system in the school. The reports of county supervisors show a promising advance in this respect. The returns from some teachers, however, still show an excessive number of daily recitations, running in some instances as high as thirty-five. This, while occasionally due to a lack of executive ability on the part of the teacher, is more largely owing to the variety of text-books in use.

TEXT-BOOKS.

Our people are greatly burdened with the variety of text-books and the frequent changes made, and many, in consequence, are entirely deprived of school privileges. The school-officers very generally suggest uniformity of text-books by legislative enactment, and in this the superintendent fully concurs.

DRAWING IN SCHOOL.

The privilege granted towns to provide for industrial drawing is an omen of good promise. It behooves school officers to anticipate this branch of the work lying back of all our mechanical industries, by introducing elementary and free-hand drawing into all our primary and mixed schools, both in the country and in villages. The importance of this branch can not be too strongly urged.

TEACHERS.

The comparative ratio of male to female teachers remains nearly the same as last year. The number of male teachers employed in summer-schools is larger than last year, due to the fact that the principalships of high and grammar schools are sought for by young men who propose to continue in the business of teaching.

The number of normal-school graduates reported as employed last year in our schools was 193; this year the number is 264. In 1869 the number was only 136. Supervisors and committees speak in the highest terms of the labors of our normal graduates. The salaries of teachers have steadily increased in the State the last three years, particularly in the high-school division of the graded schools and in the superior schools of the larger villages. The law of school economics is simply this: As is the teacher so will the school be; as the wages, so the teacher; as the community, so the wages. In the light of this principle the advance—small but steady—in teachers' wages is a significant fact and an encouraging promise, though Maine still pays the lowest wages for teachers' services of any State. Our teachers, under the stimulating and suggestive influences of the normal school and the institute, are making rapid advances in the art and science of teaching. The tendency in this direction augurs well for the future of teaching as a profession, and for the high rank which Maine teachers will undoubtedly take.

TEACHERS' INSTITUTES.

The same division of institute work has been made this year as last, namely, town institutes of one and two days' duration, and county institutes of five days each. The town institutes have been of great value, reaching not only teachers but parents and scholars. More than forty county institutes have been held during the year, with an attendance of nearly 4,000 teachers. These institutes have been conducted entirely by our county supervisors. The county institute work commenced August 1, and continued without interruption until November 24. Each week of this period, one to three institutes were held in various parts of the State. The written examination on the closing day of the institute has constituted one of the chief features in the institute work of the past two years. There can be no doubt about the value of this examination and the accompanying issue of graded certificates. More than 1,500 graded certificates have been issued during the year. School agents and committees are now beginning to ask teachers to exhibit their record at the institute examination.

The amount appropriated for institutes by the last legislature was $8,000. Less than half this sum has been expended. A re-appropriation of the unexpended sum is recommended.

EDUCATIONAL ASSOCIATION.

The State teachers' association held its annual meeting this year in Portland, in the month of November. Over 200 teachers were present, representing nearly every part of the State. The session was one of the most interesting ever held in the State. It was voted to hold the next session in July or August, in the eastern part of the State. The association has no funds. An appropriation of $500 for this purpose is recommended.

NEW SCHOOL-HOUSES.

One hundred and nineteen new school-houses are reported as having been built last year, at an average cost of about $1,000 each. The city of Auburn erected eight for rural districts and primary schools, at a cost of $6,000. Gardiner completed a very neat and convenient high-school edifice, costing $20,000. Skowhegan, consolidating four village districts into one, still further harmonized school interests by erecting on a lot donated for the purpose an elegant high-school building, at a cost of about $17,500.

SCHOOL DISTRICTS.

The number of districts and parts of districts remains the same as last year. The better judgment of the "reasoning" portion of our people is decidedly favorable to the reduction of the present multiplicity of school districts, and even to the abolition of the system. The excitement kindled a year ago, by an apprehension of loss of "ancient rights" in the restriction of school-district privileges, has largely given place to consideration of the superior value of the town plan. Lewiston, Auburn, Lisbon, Orono, and a few other towns, have abolished the district system and adopted the municipal form, with the happiest results, and with especial advantage to the outlying rural districts. Such has been the consequence wherever the change has been made—better school-houses, superior teaching, longer schools.

DISTRICT AGENTS.

The district agents are generally co-operating with committees and supervisors in the selection of teachers, in advancing the salaries of the best instructors, in endeavors to secure good rather than long schools, and in promoting the general school interests. The apprehension of "loss of rights," the dread of "autocracy," &c., have yielded to the fact that in this country the people are always masters of the position. It is to be regretted that agents can not all agree that teachers shall be examined by proper authorities prior to an engagement for school service.

TOWN SUPERVISION.

The town committees and supervisors have generally discharged their duties the past year with more discrimination than heretofore. The plan of fixing responsibility upon one set of officials recommends itself to the common sense of educators and to the approbation of the public. There is a tendency to simplify this responsibility still further, by intrusting the inspectory duties entirely to one member of the board, the committee holding within itself the full authority delegated by the people. This tends to unity of purpose and action, and to harmonize results.

CITY SUPERVISION.

In Maine, city supervision has not yet received the attention, consideration, or remuneration that it deserves. Of the fourteen cities, Calais, Bangor, and Lewiston are the only ones with recognized city superintendents. Calais pays a salary of $500; Bangor $1,000; and Lewiston $2,000, and $150 for horse and carriage. In a few cities one of the committee is empowered to act as superintendent, but with a very small salary. In general it may be said that the inspection of schools in the cities of Maine lacks thoroughness, unity of plan, definite purpose, and comprehensive grasp. These deficiencies are the necessary attendants of poorly-paid services.

COUNTY SUPERVISION.

Among the benefits that have resulted from this agency, new in our State, but well established in other States, are the following: First. An increased interest among the people in regard to public education. Second. Systematic efforts on the part of educators and school-officers. Third. An improvement in the scholarship of teachers and in the quality of their instruction. The institute examinations of the past two years present an advance in scholarship ranging from 10 to 25 per cent. Fourth. More intelligent supervision on the part of town committees. Fifth. A quick appreciation and promotion

of those who are likely to prove our best teachers. Sixth. Increasing indirectly the average attendance of scholars. Three years ago it was 42 per cent. of the census number; the past year it was 50 per cent. Seventh. Raising the compensation of teachers. Eighth. Furnishing the State with a number of competent institute instructors. Three years ago there was not a man in the State who had sufficient experience and confidence to take the conductorship and instruction of a five days' institute. During the past year the institutes have been managed chiefly by the county supervisors. Ninth. The whole board of supervisors, from their close contact with the schools, constitute a practical and efficient board of education to confer with the legislative "committee on education," to suggest modifications of the school-laws, and to aid in the understanding of the same by the people, and in their acceptance. Tenth. In elevating and sustaining public sentiment, in a higher educational tone, and, in general, quickening the whole body-politic to the mighty necessity of universal intelligence in a republican form of government. The repeal of the act by which county supervision was established is greatly to be regretted. The results desired and anticipated from this agency were in a fair way to be reached; were already largely attained, and would have been more widely appreciated if the agency had been longer continued with such modifications as time and experience might dictate. The annual cost of county supervision was $16,000. This was assessed upon the entire valuation of the State—$225,000,000. If but a tithe of the benefits claimed above as accruing from county supervision was realized, the investment was richly remunerative. It is to be hoped that this agency will be revived in some form acceptable both to educators and to the community.

FREE HIGH SCHOOLS.

In the report of last year the fact was presented that the academy system in this State, as in others, was in its decadence; that towns were asking for aid to establish high schools in place of academies; and that it was desirable to meet these applications on the basis of some general rule or principle. The plan then recommended has been presented to a number of towns during the past year, and it seems to be generally acceptable. This affords superior education at the expense of the town and of the State.

ACADEMIES.

In accordance with act of legislature (1871) inquiries have been addressed from the superintendent's office to the several chartered literary institutions in the State, in order to ascertain their present condition and prospects for educational work, and consequent claims on the State for substantial aid. Returns have been received from 37 institutions. The total number of such institutions is 67. An examination of these returns discloses the fact that, while a few of the highest seminaries, fostered by denominational sympathy and aid, have developed to a vigorous and healthy existence, the great majority are in a feeble and precarious condition. Their resources are insufficient for the support of the schools, and their constant application to the State legislature for aid is a confession that they are unable to stand alone. The discontinuance of any further appropriation for these institutions is advised, and it is recommended that the academy system be absorbed or displaced by a general system of free town high schools.

MADAWASKA SCHOOLS.

The moneys appropriated to this territory seem to have been properly distributed by the agent, the towns and plantations have generally complied with the terms required, the number of schools has been more than doubled, two flourishing high schools for the education of teachers and for advanced pupils have been well sustained, while the people are not only grateful for the gratuities of the State, but express themselves as determined to do all in their power to reap the highest educational advantage from them. An appropriation of $1,300 is recommended for this district; $1,000 as a proper appropriation, and $300 to reimburse the people for an equal sum of which they were unjustly deprived last year.

PORTLAND.

CONDITION OF SCHOOLS.

The school committee of this city announce that the condition of the public schools is, in the main, prosperous, and not inferior to that of any past period of their history. They acknowledge the earnest efforts which many of the teachers have made to elevate the standard of scholarship, and to render their instruction more efficient and practical. The teachers, as a body, take high rank in intelligence and culture, and many of them manifest an enthusiasm for their work which is an earnest of future success.

METHODS OF PRIMARY TEACHING.

The primary schools have always been the refuge of incompetent teachers. In no department of public instruction has there been such an advance in the theory and practice of teaching within the last twenty years as in the lower primary grades.

Object-teaching has been introduced into the primary departments. Reading is taught by the word-method, resulting, according to the principal of what is considered the best school, in a gain in time of at least 40 per cent. Spelling is taught by the sounds instead of the names of the letters. Oral instruction is followed to a great extent, and text-books are postponed till a later period. All these improvements in methods of teaching mark a new era in popular education, and demand a higher grade of talent in primary-school teachers.

SCHOOL ACCOMMODATIONS.

Prominent among the questions deserving attention is the necessity of improved school accommodations. The condition of many of the school-houses is unfavorable to the health of pupils, and their internal arrangement is ill-adapted to the wants of the schools. The means of heating and ventilation are radically defective, and some remedy for these and other evils is imperatively demanded. A new school-house is also needed in the upper portion of the city.

SUPERVISION.

A great want of the schools is more constant and intelligent supervision, which would be best secured by the employment of a competent city superintendent; but as this meets with disapprobation, an approximate result might be attained by uniting several schools in one building, under the control of a head-master and as many assistant teachers as are necessary.

POPULARITY OF PUBLIC SCHOOLS.

The liberal policy pursued toward the public schools of the city has been justified by the high esteem in which they are held by all classes of citizens. They have not been regarded as schools for the poor alone, but as schools for the education of all the youth, which should be maintained at any sacrifice. It is believed that whatever money is needed for their proper sustenance will be freely given.

BRANCHES OF STUDY.

Drawing has been taught the past year in the primary and grammar schools by the regular teachers. The progress thus far made is encouraging, and the committee have given it a place among the required school exercises.

A special writing-master is employed to give lessons in each grade of schools twice a week. Marked improvement has attended such instruction.

Vocal music has been neglected, but the employment of a competent teacher in this branch is recommended.

TRUANCY.

Among the symptoms of prosperity is the marked decrease of truancy within the last two years, which is mainly due to the efficiency of the truant officer, whose judicious course has yielded the most gratifying results.

THE HIGH SCHOOL.

The per cent. of graduates of the high school is very large, averaging more than 43 per cent. of those who have entered for the last four years. The course of study is practical and liberal, making ample provision for those who are preparing for college courses, and yet not neglecting to furnish a thorough education to those who will enter directly upon active duty. A special teacher of recognized ability gives lessons in French four times a week to the first class. It is hoped that this will pave the way for special instruction in Spanish and German at no distant day.

NORMAL CLASS TRAINING.

Public opinion demands that the graduates of the high school should receive employment in the schools, and the interests of the latter require that proper facilities should be afforded these graduates to prepare themselves for their duties. The estab-

lishment of a training class for teachers should no longer be delayed. The plan suggested is that a graduate of a normal school, who is acquainted with the most approved methods of primary education and school-work, should be employed at a salary of $800 to $1,000. The first year she shall devote two-thirds of her time to work in the different primary schools, with the regular teacher and pupils, taking charge of the classes so far as necessary to illustrate her methods. She would also meet once or twice a week a class of such graduates of the high school as contemplate teaching, with any of the regular teachers who might attend, for purposes of practical instruction in school work. Members of the class should have the privilege of accompanying her to the public schools to observe her methods, and teach classes under her direction. They would also fill vacancies in the schools, to test their capacity. It is believed that this plan, with the details properly arranged, would secure to graduates the advantages of a normal school.

NORMAL SCHOOLS.

Maine has two normal schools; one at Farmington, the other at Castine. In these the State has invested $14,325 only. In Castine, after June, 1872, the normal school will have no shelter unless the town offers its high-school building. The legislature of 1870 did indeed appropriate $15,000 "for the purchase or erection of a suitable school building for the Eastern Normal School," but not a dollar has yet been expended toward either purchase or erection. The school-grounds at Farmington never have been inclosed. No apparatus of any kind has ever been placed in either school by the State. The teachers receive moderate salaries, and often the number is insufficient to perform the necessary duties. At least $50,000 are needed for each school.

FARMINGTON NORMAL SCHOOL.

At the close of the year a class of 19 was graduated, all of whom, with two exceptions, have taught or are now teaching in the State. The model school, as now organized, includes within its range the work of the first three years of school-life. The organization of such a model school as is found in connection with the normal schools of the West would add greatly to the efficiency of our work. We are obliged at present to restrict the privileges of the model school mainly to the graduating class. And yet of the 700 pupils who have been connected with the school, not more than one in six has graduated.

The demand upon us for teachers is far in advance of our ability to supply. The result of the most careful inquiry shows that in the history of our graduates success is the rule, failure the rare exception. One superintendent writes: "Your teachers have revolutionized our primary schools." The Farmington Normal School loses nothing when judged by the work of its pupils.

EASTERN STATE NORMAL SCHOOL.

The number of different pupils who have attended the school during the four years that it has been in operation is 400, an average of 100 a year. Three classes have been graduated, numbering in all 54 members. Nearly all belonging to these classes have since taught, and, with but few exceptions, their success has been excellent. The attendance during the past year was 324. From the proceeds of a course of lyceum lectures given last winter, fifty dollars' worth of books have been added to the library. The past year has been one of healthy growth and prosperity. During the spring term our accommodations were taxed to the utmost to make room for the large number of pupils. As soon as the new building is completed, it is proposed to have a model school, though the excellent schools of Castine have answered, to some extent, the need. The governor and council have manifested a deep interest in the success of this school, and their presence, support, and advice have added greatly to its interest and prosperity.

COLBY UNIVERSITY.

At the close of the anniversary exercises of the university, the president, Rev. Dr. Champlin, tendered his resignation, to take effect in six months. Dr. Champlin has been connected with the university 31 years; 16 years as professor and 15 years as president. In his closing address he said that when he became president, 15 years ago, there were $10,000 or $15,000 in the treasury; now there is a permanent fund of over $200,000, besides property given by the State, valued at $50,000. Fifteen years ago, the buildings were worth about $17,000; to-day they are valued at over $100,000, and they are all paid for.

The university announces its intention of opening all its courses of study to ladies on the same terms as to young men.

MAINE STATE COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS.

The college has a pleasant and healthful location, intermediate between the villages of Orono and Upper Stillwater, and about nine miles from the city of Bangor. The college farm contains 370 acres of land, of great diversity of soil, and therefore well adapted for the experimental purposes of the institution. White Hall, the building first erected, contains 18 rooms, and the new hall 48. The boarding-house connected with the college is now open to students. In the new building desirable accommodations are furnished for 125 students.

Four full courses of study are provided, viz: agriculture, civil engineering, mechanical engineering, and an elective course. The studies of the several courses are essentially the same for the first two years. Thorough instruction is given in military science. Students are required to labor a certain portion of each day, not exceeding three hours, for five days in the week. Compensation is at the rate of 30 cents for three hours' labor. The collection of minerals has recently been greatly enriched by a donation from the Smithsonian Institution. Contributions to the library and cabinet are solicited.

BATES COLLEGE.

This college has been in existence nine years, and is named after Benjamin Edward Bates, esq., of Boston, Massachusetts. In 1870 a theological department was established. This is in charge of a special faculty appointed by the college corporation. There are ten State scholarships in the hands of the governor. In bestowing them preference will be given to the children of deceased Union soldiers.

Nine schools and academies in different States act as preparatory schools for this college. The principal of these, the Nichols Latin School, is located at Lewiston, in the immediate neighborhood of Bates College, and its students have the privilege of attending the lectures and other college exercises. Fourteen graduates of the Latin school have been admitted to the freshman class of the college.

THEOLOGICAL SEMINARY.

This is open to all denominations. Indigent students are aided to the extent of $100 a year. The number of alumni is 500.

WATERVILLE CLASSICAL INSTITUTE.

This institution is under the general direction of the trustees and faculty of Colby University. Its object is to furnish a college preparatory course, of great thoroughness and completeness, for young men, and a collegiate course of four years for young ladies. There is also an introductory course, preparatory for these courses. Ladies completing the course receive all the honors and degrees granted by female colleges.

STATE REFORM SCHOOL.

The eighteenth annual report states that the number of inmates is smaller than usual, the commitments for the year not having been sufficient to make good the places of those who have been discharged or allowed to go out on trial. The new commitments were 59, a falling off from the preceding year of 6, but quite up to the average of previous years. Nearly half of the whole number of commitments for the year were from Portland. There are reasons for believing that the statutory provision, requiring cities and towns, in certain specified cases, to contribute $1 per week toward the support of boys committed to the school, has had the effect of diminishing the number of commitments, especially from the country. Efforts to procure the discharge of boys drawing the weekly dollar are often made and persistently pressed, and the revenue from this source is annually diminishing. In the early days of the school there was no such provision, and its wisdom and propriety have always been doubted by the friends of reformatory institutions.

Much has been accomplished in the school during the year; the discipline in each department was unexceptionable, and a most excellent work has been done. No complaint of insubordination has been made against the boys from any quarter. The whole number of inmates during the year 1871 was 223, all of whom were under instruction in the schools. The number remaining December 1, 1871, was 134. Of the 59 committed during the year, 44 were natives of Maine. Average age on commitment, 13 to 14. Boys are now sentenced during the term of minority. The whole number received since the opening of the institution is 1,281.

The superintendent calls the attention of the trustees to the grade or family plan, which has been so successfully adopted in some of the reform schools in other States, and suggests its adoption in the Maine school.

MAINE EDUCATIONAL ASSOCIATION.

The sixth annual meeting of the Maine Educational Association was held at Bangor, October 22, 23, and 24; president, Thomas Tash, esq., superintendent of schools of Lewiston. The welcoming address was made by Mayor Wheelwright. Hon. Theo. S. Rand, chief superintendent of schools in New Brunswick, spoke on the "Systematic elevation of teaching;" Rev. Dr. Allen, president of the State college at Orono, on "Claims of industrial education," and Rev. H. F. Harrington, of New Bedford, Massachusetts, on "The principles which should inspire the teacher."

Mr. Rand advocated the application of thorough tests for ascertaining the qualifications of teachers; that sufficient salaries should be paid to induce those who are well qualified to make teaching a life-work; the furnishing of a fund by the State to provide for those worn out in the service.

Mr. Rand also gave an account of the method of supporting schools in New Brunswick. Money is raised from three sources—the province, the counties, and districts, the latter being for current expenses. That raised by counties is compulsory, and raised by an equal rate *per capita*. The school year begins the 1st of November, and is divided into two terms, suited to the climate of the province. There is a vacation during the first term of eight days in towns and ten in cities; the vacation of the second term is from three to five weeks. The board of education examine, license, and classify teachers. In each county there is a grammar or classical school, free to all who can pass the examination.

Rev. Samuel Dike, of Bath, read a paper on "Teaching illustrated by language or grammar," and Mrs. Abba G. Woolson, of Boston, read one on "Departmental instruction in graded schools," both of which were the subjects of discussion.

Discussions were had upon a variety of practical topics, in which there was a very lively interest manifested. The question of "Town system *vs.* district system," was opened by Mr. C. B. Stetson, of Lewiston, and participated in by Messrs. Dike, of Bath, Lambert, of Lewiston, Stone, of Portland, Woodbury, of Farmington, and others, almost all of whom advocated strongly the town system.

"The educational needs of Maine" was a subject that was also fully discussed by Mr. C. H. Ferrald, of Orono, Mr. Dingly, of Lewiston, Mr. Fletcher, of Castine, Mr. Barrell, of Lewiston, and others. "Free text-books for free schools" and the "Principles which should determine the character of text-books" were subjects that called out quite a discussion, and the results of the use of free text-books in Lewiston were stated by Mr. Tash, the president. Mr. Dike explained the method of their use, the books being in the care of the teachers, and the property of the town or city. The teacher is held responsible for their careful use, and he in turn holds the pupil responsible, and if a book is lost or destroyed he must replace it. The books throughout the schools where this practice has been adopted look far better than when furnished by the scholars.

"The demand for free high schools" was introduced by Mr. A. P. Stone, of the Portland high school, who said that the testimony of towns where such schools are maintained is invariably to the effect that the results are above those arising from academies and private schools.

Officers elected: President, C. B. Stetson, of Lewiston; vice-president, G. T. Fletcher, of Castine; secretary and treasurer, R. Woodbury, of Farmington. The attendance upon the meetings was good and the influence excellent, the exercises being interesting and profitable. The forenoon of Wednesday was spent in an excursion to the State college at Orono, on the invitation of President Allen.

REV. T. C. UPHAM.—OBITUARY.

Rev. Thomas Coggswell Upham, D. D., LL. D., forty-three years professor in Bowdoin College, died of paralysis in New York City, April 2, 1872. He was born in Deerfield, New Hampshire, January 20, 1799; a pupil of Jared Sparks; graduated at Dartmouth College in 1818; at theological seminary at Andover, Massachusetts, 1821; remained two years at the seminary as assistant instructor in sacred literature; ordained pastor Congregational church, Rochester, New Hampshire, 1823; elected professor of moral philosophy and metaphysics in Bowdoin College, 1824; resigned, 1867; resided at Kennebunkport, continuing the use of his pen; spent the last winter in New York City, publishing his last work, "Christ in the Soul;" stricken with paralysis March 10, after which his only distinct utterance was, "My soul is with God."

Dr. Upham published, in the course of his life, not less than twenty volumes; and from first to last wrote for the periodical press articles of great interest and value. His translation of John's Biblical Archæology was published in 1823; Mental Philosophy, 2 vols., 1831, and soon after a third volume on the will; then followed in rapid succession, Ratio Disciplinæ, Manual of Peace, and several works on religious experience and life.

Though, for reasons more satisfactory to himself than to others, he felt constrained

to avoid public speaking, he had great influence with individuals, great energy and persistence in private efforts for the welfare of the college, the church, and the community. In one crisis, if not more, the chartered rights of the college were secured by his sole intervention; and when in town-meeting the question was decided against liquor license, the result was spoken of as "Upham's victory."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Maine was the twenty-third State in population, having 626,915 inhabitants within an area of 35,000 square miles—an average of 17.91 persons to the square mile. This population consisted of 624,809 white, 1,606 colored, 1 Chinese, and 499 Indians. Of these 578,034 were natives of the United States, and 48,881 foreign-born. Of the native residents of the State 549,650 whites, 951 colored, and 28 Indians were born within its borders; while of the foreign residents, 508 were born in Germany, 3,650 in England, and 15,745 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 155,140 persons attended school, and of these 3,034 were foreign-born. The white male scholars numbered 80,630, and the white female scholars 74,314—an aggregate of 154,944 whites. The colored pupils numbered 186, of whom 109 were males and 77 females. Ten Indian pupils were reported.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 19,052, of whom 11,066 were foreign-born.

Age, sex, and race of illiterates.—Of the 18,874 white illiterates, 3,150 were from 10 to 15 years of age, and of these 1,782 were males and 1,368 females; 2,433 were from 15 to 21 years old, of whom 1,247 were males and 1,186 females; 13,291 were 21 years old and over, of whom 6,516 were males and 6,775 females. Of the 173 colored illiterates, 16 were from 10 to 15 years old, of whom 13 were males and 3 females; 31 were from 15 to 21 years old, of whom 17 were males and 14 females; 126 were 21 years old and over, of whom 69 were males and 57 females. Two male and 3 female Indians were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 4,723, having 6,986 teachers, of whom 2,430 were males and 4,556 females, to educate their 162,636 pupils, of whom 77,992 were males and 84,644 females.

Amount and source of educational income.—The total income of all the educational institutions was $1,106,203, of which $98,626 were derived from endowment, $841,524 from taxation and public funds, and $166,053 from tuition and other sources.

Public schools.—The 4,565 public schools, with their 6,625 teachers, of whom 2,261 were males and 4,364 females, were attended by 152,765 pupils, of whom 73,393 were males and 79,372 females. To educate these they possessed a total income of $843,435, of which $4,116 were derived from endowment, $809,941 from taxation and public funds, and $29,378 from tuition and other sources.

Colleges.—The 4 colleges, with their 27 teachers, (26 male and 1 female,) were attended by 296 students, of whom 295 were males and 1 female. To educate these they possessed a total income of $58,865, of which $23,226 were derived from endowment, $24,000 from taxation and public funds, and $11,639 from tuition and other sources.

Academies.—The 44 academies, with their 158 teachers, (76 male and 82 female,) had an attendance of 4,621 pupils, 2,445 males and 2,176 females, for the education of whom they possessed a total income of $89,659, of which $41,784 were derived from endowment, $7,033 from taxation and public funds, and $40,842 from tuition and other sources.

Private schools.—The 87 day and boarding schools had 117 teachers, of whom 34 were males and 83 females. They were attended by 3,245 pupils, 1,310 of whom were males and 1,935 females. These schools possessed an income of $35,594, derived from tuition and other sources.

Libraries.—There were reported 1,462 public libraries, containing 533,547 volumes; also 1,872 private libraries, having 450,963 volumes—a total of 3,334 libraries, containing 984,510 volumes.

The press.—The 65 periodicals issued had an aggregate circulation of 170,690 copies, with an annual aggregate issue of 9,867,680.

Churches.—Of the 1,328 church organizations, 1,104 had edifices, with 376,738 sittings, and the church property was valued at $5,200,853.

Pauperism.—Three thousand six hundred and thirty-one paupers were reported, of whom 3,143 were native whites, 39 native colored, and 443 foreigners.

Crime.—Of 371 persons imprisoned June 1, 1870, 255 were native whites, 6 native colored, and 110 foreigners; 431 persons were convicted during the year.

Age and sex of population.—Of the total population, 175,588 persons were from 5 to 18 years old—89,233 males and 86,355 females; 493,847 were 10 years old and upward, and of these 245,704 were males and 248,143 females.

Occupations.—Two hundred and eight thousand two hundred and twenty-five persons of these ages were engaged in various occupations, of whom 179,784 were males and

28,441 females; 82,011 were engaged in agricultural pursuits, of whom 81,956 were males and 55 females; 36,092 in personal and professional services, of whom 20,683 were males and 15,409 females; 28,115 in trade and transportation, of whom 27,880 were males and 235 females; 62,007 in manufactures and mechanical and mining industries, of whom 49,265 were males and 12,742 females.

Age and sex of working population.—Of these 208,225 employed persons, 6,354 were from 10 to 15 years old, of whom 4,319 were males and 2,035 females; 182,320 were from 16 to 59 years old, of whom 156,714 were males and 25,606 females; 19,551 were 60 years old and over, of whom 18,751 were males and 800 females.

MARYLAND.

[From report of M. A. Newell, president of the board of State school commissioners, for the scholastic year ended September 30, 1871.]

SCHOOL FUND.

Received from State school tax	$290,575 05
Received from free-school fund	49,805 74
Received from county tax	302,640 80
Received from State donations	11,800 00
Received from books	42,925 68
Received from loans	42,454 78
Received from other sources	22,993 22
Balance on hand	19,725 22
Total receipts for 1871	782,920 49

FINANCIAL STATEMENT.*

Paid for teachers' salaries	$510,155 06
Paid for building, repairing, &c	75,015 32
Paid for books and stationery	55,719 42
Paid for supervision and office expenses	34,219 60
Paid for incidental expenses of schools	33,695 10
Paid for interest	6,322 50
Paid for miscellaneous expenses	7,373 29
Paid for colored schools	4,611 40
Total expenditure	727,111 69

DECREASE OF EXPENSES.

A decrease is shown in the items of building, repairs and furniture, books and stationery, supervision and office expenses, incidentals, and miscellaneous, amounting in all to $40,402.59; and an increase in the items of teachers' salaries, interest, and colored schools, amounting to $39,445,73, showing a net decrease in the running expenses of $946.86.

The decrease in building expenses is no evidence that the counties are now nearly all supplied with good school-houses; it merely indicates that the available funds are exhausted. It would be more satisfactory if the money that was actually needed could be had regularly year by year. The increased expenditure for interest is an unfavorable symptom. In part it is the result of bad financiering; in part it is in consequence of the circumstances in which the school commissioners are placed, being obliged by law to keep the schools open for a certain number of months in the year, and not being able to control sufficient funds for the purpose without the consent of the county commissioners.

SCHOOL STATISTICS.

Scholastic population between 5 and 20 years	276,120
Total enrollment for 1871	80,829
Increase over last year	3,375
Highest number enrolled in one term of 1871	64,169
Increase over last year	1,389
Average number enrolled in 1871	57,588
Increase over last year	1,273
Average attendance	36,949
Increase over last year	154
Number of schools	1,390
Increase over last year	30
Number of months schools were open	9 2/11
Number of teachers—male, 967; females, 724	1,691
Increase over last year	27

* Not including Baltimore City.

The slight apparent increase in average daily attendance shows an actual decrease for the year in proportion to the numbers enrolled. In order to keep up the same rate as last year the increase should have been over 1,000. Eight counties report a diminished daily attendance. We have one suggestion to make on this head, namely, that a part, say one-half, of the salary of the teachers should be made to depend on the average daily attendance of the scholars. This has been suggested by the fact that where a fixed salary has been substituted for the "sliding scale" in the payment of teachers the attendance has fallen off.

NUMBER OF PUPILS IN DIFFERENT BRANCHES.

Spelling	59,541
Reading	53,368
Writing	46,323
Arithmetic	41,621
Geography	25,832
English grammar	15,260
History	8,959
Book-keeping	825
Algebra	1,181
Natural philosophy	1,717

SCHOOL LAW.

At the annual meeting of the association of school commissioners, eighteen counties were represented. Great unanimity of sentiment prevailed, and the general opinion was that the present school law, with a very few amendments, could be made entirely adequate to the present wants of the people. The changes asked for are as follows: A county tax of 15 cents on the hundred dollars, instead of 10 cents as at present allowed; the appointment of teachers to be given to the county boards of school commissioners, instead of the local boards as at present; some further provision for the education of colored children; the building of a suitable house for the State normal school; the transfer of the academic donations to the several boards of county school commissioners, for the purpose of establishing and maintaining a high school in each county.

TEACHERS' INSTITUTES.

The principal of the State normal school has held during the year teachers' institutes in nine counties, all well attended but one.

COLORED SCHOOLS.

The law requires that all the taxes paid for school purposes by the colored people of any county shall be used for maintaining schools for colored children. But this amount is so small as to be practically worthless. The law also authorizes the boards of county school commissioners to appropriate such additional sums as they may deem proper for this purpose. But the boards have no surplus revenue. All their funds are needed (and more are urgently demanded) for the support of the white schools. Consequently the "additional appropriations" have been very small. The total amount reported for the year is only $4,611.40. This amounts to but little more than nine cents a head for the colored school population. Baltimore City is excluded from this calculation, having fully organized a system of colored schools, and having appropriated for their support during the year $30,000. The State school tax is distributed to the several counties in proportion to the population, white and colored, between the ages of 5 and 20; thus all the counties receive from this source $1.52 a year for every colored person between the specified ages, a sum which, if it could be spared, would be sufficient for the current expenses of such elementary schools as would be necessary at first.

BALTIMORE.

CONDITION OF PUBLIC SCHOOLS.

The board of commissioners state that the schools under their charge have never presented a more prosperous condition. Throughout the whole system, from the lowest grade to the highest, the most marked improvement has been observable. The general attendance of pupils has been most excellent, and the increase in their number will compare favorably with that of previous years.

SCHOOL ACCOMMODATIONS.

New school-houses have been erected and occupied, old ones have been remodeled, and desirable improvements have been effected. There remains, however, much to be done in this direction. Many of the school-buildings are so overcrowded as to interfere with the proper instruction of the teachers, and to operate most perniciously upon the health of the children. This is a serious evil, and should be remedied as speedily as possible.

SCHOOL COMMISSIONERS.

The frequent changes in the representation of the board of commissioners is a matter of serious moment. To secure and retain the services of the ablest friends of the school system, for the longest time they may be willing to serve, should be the object most desired.

COMPULSORY EDUCATION.

The subject of compulsory education is one which should receive profound attention in the very near future. As a matter of wise economy, aside from the moral effects secured, it would be better to incur the expense of educating all the children of the community, with the hope of making them useful citizens, rather than subsequently to be taxed for their maintenance in almshouses and punitive institutions, whither ignorance will lead them.

PHYSICAL EDUCATION.

This subject is of deep importance, as affecting the future welfare of the children. While engaged in developing the intellectual faculties and cultivating the mind, the training of the body is neglected. Some simple system of exercise during recess, in which all could participate, would be a great improvement upon the present method.

DRAWING AND MUSIC.

Drawing has been taught in the public schools, but very irregularly. It is suggested that the young ladies of the high school who have shown real proficiency in the art be employed as teachers.

The progress of classes in music has been very satisfactory. Even in the primary schools, singing by note is entirely successful, proving that it is better to commence with the elementary part of music in this department than to defer it until a later period.

FEMALE HIGH SCHOOLS.

The results these schools have attained have been most gratifying to all who have an interest in the cause of public instruction. It is asserted that the graduates will compare favorably, in thoroughness of knowledge of the subjects taught, with those of any similar schools in the country. At the last commencements the largest classes in the history of these institutions were graduated.

COLORED SCHOOLS.

In this department the desired success has not been attained, though there has been a small comparative increase of attendance. It is urged that suitable buildings be erected, in different parts of the city, where the course of instruction may be extended so as to include all studies of the grammar school for the more advanced pupils. The erection of six buildings would secure all the benefits of education to this class of citizens.

SUPERINTENDENT OF INSTRUCTION.

The duties of this office have increased so greatly that it is impossible for him to perform the multiplied tasks imposed upon him, though devoting his whole time to the service of schools. The appointment of an assistant is imperatively required.

BALTIMORE CITY COLLEGE.

The college building still remains, "as a crumbling monument of withered hopes and blasted expectations." In connection with the subject of establishing the college in a suitable building, which is urgently needed, there arises the consideration of enlarging the sphere of its usefulness and elevating the course of studies, so that it shall be placed upon an equal footing with a first-class collegiate institution.

HOWARD NORMAL SCHOOL.

In any systematic effort that may be made for the general education of the colored population, the Howard Normal School must play an important part. It seems necessary that the teachers of the colored people, in the rural districts of Maryland, should be of the same race. It is therefore fortunate that an institution like this is in existence. The building is spacious and comfortable. Each of the pupils pays from ten to fifteen dollars per year for tuition. The school is arranged in three departments: normal, grammar, and model. This institution is mainly supported by private subscription, the fees received from pupils being quite inadequate to sustain it.

STATE NORMAL SCHOOL.

This institution has kept up its numbers and its reputation during the year. Eleven students graduated in May, and are teaching with great success. The number of graduates and under-graduates at present teaching in the State is not less than 200. Two model-schools, one for boys and the other for girls, are connected with the normal school.

INSTITUTION FOR THE DEAF AND DUMB.

The pupils of this school are divided into six classes, properly graded, each under the charge of a separate teacher. Articulation and lip-reading are taught to about twenty-five pupils, selected from the different classes. It is proposed to extend the course of study so as to include the higher mathematics, book-keeping, and languages.

MARYLAND INSTITUTION FOR THE INSTRUCTION OF THE BLIND.

Blind persons of good moral character, between the ages of 9 and 18, are admitted to this institution on the payment of $300 per annum, which pays all expenses except clothing. If parents can not pay this amount the child may be educated at the expense of the State, by consent of the governor. Of the entire number of pupils under instruction for the year 1869, (the date of the latest accessible information,) all but two were free pupils.

MANUAL-LABOR SCHOOL.

This school has been established for 28 years. It is situated between the Washington and Frederick turnpikes, and has attached to it a farm of 140 acres. It is supported by annual subscriptions from regular patrons of the institution, aided by State and city appropriations. There were in attendance during the year 60 boys, from 8 to 19 years of age, most of them orphans. The annual cost *per capita* is about $105. When the pupils have received a respectable rudimentary education, they are apprenticed either to farmers or mechanics within the State of Maryland.

HOUSE OF REFUGE.

This is at once a benevolent, a reformatory, and an educational institution. It gives employment and instruction to 310 boys and 16 girls, most of whom, but for this "refuge," would have been either outcasts or criminals. It is to be hoped that the movement now on foot for the establishment of a similar "refuge" for colored youth will meet with success.

COLLEGES.

The reports from the several colleges are abundantly satisfactory. Saint John's and the Agricultural College, owing to the large preponderance of students on State scholarships, may almost be considered as free colleges. The continuance of State support to these institutions is claimed not as a boon to higher education, but distinctly on the ground that it is necessary for the solution of the problem of primary education. Collegiate education, under the auspices and at the expense of the State, is the surest guarantee of ample facilities for the elementary education of every child in the State.

MARYLAND AGRICULTURAL COLLEGE.

There are three vacant professorships, which, when filled, will make the number of the faculty twelve. A well-stocked and well-worked farm of 300 acres affords opportunity for instruction in the theory and practice of agriculture. Sixty students—twelve from each congressional district—are received free of charge for tuition and use of books. The military course consists of stated drills and of lectures on tactics. The trustees have in contemplation the establishment of telegraphic communication between the college and the cities of Baltimore and Washington, as a convenience for the dispatch of business, as well as an important educational agency.

ROCK HILL COLLEGE.

This institution, conducted by the Brothers of the Christian Schools, was incorporated as a college in 1865. In the collegiate department there are three courses—the commercial, the scientific, and the classical. A preparatory department is provided for those students not sufficiently qualified to pursue any of the collegiate courses.

SAINT JOSEPH'S CLASSICAL AND COMMERCIAL ACADEMY.

This a preparatory school for Rock Hill College; and is also conducted by the Christian Brothers. Connected with it is a commercial department, in which the German language is made a specialty.

WESTERN MARYLAND COLLEGE.

This institution, for ladies and gentlemen, is under the special patronage of the Maryland conference of the Methodist Protestant Church, but nothing sectarian is introduced into the course of study. A preparatory department is connected with the college.

BALTIMORE FEMALE COLLEGE.

This college was endowed by the legislature in 1360. The painting gallery contains 130 fine copies for those taking lessons in painting and drawing. By the terms of the endowment, free scholarships are established, upon which one pupil from each county in the State is educated without charge for tuition or books. For such as desire to qualify themselves for the work of teaching, a normal class is established. Of 210 college graduates, 82 have become teachers. Resident pupils receive instruction in housekeeping and sewing.

BROOKVILLE ACADEMY.

The object of this school is not only to prepare pupils for college, but also for business life. With this view, particular attention is paid to practical arithmetic and book-keeping.

FREDERICK FEMALE COLLEGE.

When the State legislature granted the charter to this college, it also gave authority to raise $50,000 to purchase grounds and erect buildings. This money has been raised and appropriated in accordance with the provisions of the charter.

UNIVERSITY OF MARYLAND—SCHOOL OF MEDICINE.

The school of medicine in the University of Maryland completed its sixty-fourth session in March, 1872. The university is a southern institution, dependent for patronage chiefly upon the South. All the members of the faculty belong to Maryland, Virginia, North and South Carolina; and during the last session there were students from every State, with a single exception, from Delaware to Texas. In the plan of instruction adopted by this institution, clinical teaching constitutes a most important feature. The contiguity of the general hospital to the college buildings affords great facilities.

WASHINGTON UNIVERSITY—SCHOOL OF MEDICINE.

This institution has been organized since the war. Its great prosperity is due, in part, to the liberal policy and generous support of the State legislature. A limited number of beneficiary students is received.

MARYLAND COLLEGE OF PHARMACY.

The officers of the college are authorized and empowered to confer, in the name of the college and under such regulations as may be established, the degree of doctor in pharmacy, and such other degrees and orders of merit as may conduce to the advancement of the science of pharmacy. The by-laws provide that an educational standard shall be established, applicable to all persons proposing to qualify themselves as pharmacists by becoming students in this college; also, that no diploma shall be recognized that is not based upon four years' practical service with some reputable pharmacist.

COLLEGE OF DENTAL SURGERY.

This is the oldest dental college in the world. Since its organization 664 students have received the degree of "doctor of dental surgery." The majority of the eminent

practitioners of dentistry in Europe are graduates of this college, and its diploma is recognized in all civilized countries as a testimonial of proficiency in the science of dentistry. A new chair of "clinical denistry" has recently been added. All available means are used to secure a complete course of instruction in the practice as well as in the theory of dentistry.

BALTIMORE ORPHAN ASYLUM.

This institution makes its seventy-fourth annual report. During the year 18 children have been received, and 14 have left the asylum. The number at present is 93. The asylum is not supported by any denomination, and its doors are open to all. The object in binding children out is to find them good homes in the country, where they may have religious training while being instructed in domestic economy. Cost of supporting the asylum for the year, $6,418.97.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Maryland was the twentieth State in population, having 780,894 inhabitants within an area of 11,124 square miles, an average of 70.20 persons to the square mile. This population consisted of 605,497 whites, 175,391 colored, 2 Chinese, and 4 Indians. Of these 697,482 were natives of the United States and 83,412 were foreign-born. Of the native residents of the State, 462,458 whites, 167,420 colored, and 4 Indians were born within its borders. Of the foreign residents, 47,045 were born in Germany, 4,855 in England, and 23,630 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 105,435 persons attended school, and of these 1,505 were foreign-born. The white male scholars numbered 51,668, and the white female scholars, 46,093, (an aggregate of 97,761 whites.) The colored pupils numbered 7,674, of whom 3,808 were males and 3,866 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 135,499, of whom 8,592 were foreign-born.

Age, sex, and race of illiterates.—Of the 46,792 white illiterates, 7,927 were from 10 to 15 years of age, and of these 4,274 were males and 3,653 females; 6,099 were from 15 to 21 years old, of whom 3,022 were males and 3,077 females; 32,766 were 21 years old and over, of whom 13,344 were males and 19,422 females. Of the 88,703 colored illiterates, 13,645 were from 10 to 15 years old, of whom 7,143 were males and 6,502 females; 15,353 were from 15 to 21 years old, of whom 7,075 were males and 8,278 females; 59,705 were 21 years old and over, of whom 27,123 were males and 32,582 females; 1 Chinese and 3 Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,779, having 3,287 teachers, of whom 1,498 were males and 1,789 females, to educate their 107,384 pupils, of whom 55,800 were males and 51,584 females.

Amount and source of educational income.—The total income of all the educational institutions was $1,998,215, of which $21,697 were derived from endowment, $1,134,347 from taxation and public funds, and $842,171 from tuition and other sources.

Public schools.—The 1,487 public schools, with their 2,150 teachers, of whom 933 were males and 1,217 females, were attended by 83,226 pupils, of whom 42,927 were males and 40,299 females. To educate these they possessed a total income of $1,146,057, of which $4,507 were derived from endowment, $1,039,135 from taxation and public funds, and $102,415 from tuition and other sources.

Colleges.—The 19 colleges, with their 123 teachers—121 males and 2 females—were attended by 2,154 students, of whom 1,782 were males, and 372 females. To educate these, they possessed a total income of $260,427, of which $3,800 were derived from endowment, $20,200 from taxation and public funds, and $233,427 from tuition and other sources.

Academies.—The 34 academies, with their 189 teachers—57 male and 132 female—had an attendance of 2,205 pupils—1,009 male and 1,196 female—for the education of whom they possessed a total income of $246,605, of which $1,500 were derived from endowment, $6,105 from taxation and public funds, and $239,000 from tuition and other sources.

Private schools.—The 153 day and boarding schools had 332 teachers—of whom 106 were males and 226 females. They were attended by 6,072 pupils, 2,600 of whom were males and 3,472 females. These schools possessed a total income of $172,333, of which $2,640 were derived from endowment, $500 from taxation and public funds, and $169,193 from tuition and other sources.

Libraries.—There were 1,316 public libraries, containing 570,945 volumes; also, 2,037 private libraries, having 1,142,538 volumes; a total of 3,353 libraries, containing 1,713,483 volumes.

The press.—The 88 periodicals issued had an aggregate circulation of 235,450 copies, with an aggregate annual issue of 33,497,778.

Churches.—Of the 1,420 church organizations 1,389 had edifices, with 499,770 sittings, and the church property was valued at $12,038,650.

Pauperism.—Of the 1,612 paupers, 781 were native whites, 566 native colored, and 265 foreigners.

Crime.—Of 1,035 persons imprisoned June 1, 1870, 304 were native whites, 663 native colored, and 68 foreigners; 868 persons were convicted during the year.

Age and sex of population.—Of the total population, 244,454 persons were from 5 to 18 years old, 122,932 males and 121,522 females; 575,439 were 10 years old and upward, and of these, 281,294 were males and 294,145 females.

Occupations.—Two hundred and fifty-eight thousand five hundred and forty-three persons of these ages were engaged in various occupations, of whom 213,691 were males and 44,852 females; 80,449 were engaged in agricultural pursuits, of whom 79,197 were males and 1,252 females; 79,226 in personal and professional services, of whom 43,278 were males and 35,948 females; 35,542 in trade and transportation, of whom 34,567 were males and 975 females; 63,326 in manufactures, mechanical and mining industries, of whom 56,649 were males and 6,677 females.

Age and sex of working population.—Of these 258,543 employed persons, 15,910 were from 10 to 15 years old, of whom 10,013 were males and 5,897 females; 228,428 were from 16 to 59 years old, of whom 191,169 were males and 37,259 females; 14,205 were 60 years old and over, of whom 12,509 were males and 1,696 females.

SCHOOL OFFICIALS.

M. A. NEWELL, *State superintendent.*

COUNTY EXAMINERS.

Counties.	Examiner.	Post-office.
Alleghany	George G. McKay	Cumberland.
Anne Arundel	William H. Perveil	Annapolis.
Baltimore	Dr. Samuel Kepler	Towsontown.
Calvert	Richard Stanforth	Huntingtown.
Caroline	Rev. George F. Beaven	Hillsborough.
Carroll	J. M. Newson	Westminster.
Cecil	Rev. John Squire	Port Deposit.
Charles	George M. Lloyd	Port Tobacco.
Dorchester	Dr. James L. Bryan	Cambridge.
Frederick	John W. Page	Frederick.
Harford	Robert Henry	Abingdon.
Howard	Dr. William H. Hardey	Clarksville.
Kent	Charles G. Ricaud	Edesville.
Montgomery	James Anderson	Rockville.
Prince George's	Dr. M. J. Stone	Aquasco.
Queen Anne's	James W. Thompson	Centreville.
Somerset	Rev. A. C. Heaton	Princess Anne.
Saint Mary's	J. Frank Ford	Leonardtown.
Talbot	Alexander Chaplain	Easton.
Washington	P. A. Whitmer	Hagerstown.
Wicomico	George W. M. Cooper	Salisbury.
Worcester	George W. Covington	Snow Hill.

MASSACHUSETTS.

[From report of the board of education and secretary of the board for 1871.]

SCHOOL FUND.

Amount of fund January 1, 1871	$2,211,410 77
Received for premium on coin payment of $500 from the town of Provincetown	54 37
Received for premium on coin payment of $124,000	13,950 00
Received for premium on coin payment of $50,000 from State of Massachusetts	6,500 00
Received from treasury board of education as unexpended appropriation for teachers' institutes	1,451 84
Total fund January 1, 1872	2,233,366 98

INCOME FROM SCHOOL FUND, 1871.

Received in interest and dividends	$177,496 46
One moiety thereof to be distributed to cities and towns	88,748 23
One moiety to educational purposes	88,748 23
Add balance of income for 1870	26,757 23
	115,505 46

FINANCIAL STATEMENT.

Raised by taxes for support of public schools, including only wages, fuel, care of fires and school-rooms	$3,272,335 33
Increase for the year	147,282 24
Funds appropriated for public schools at the option of the town, as surplus revenue and dog tax	6,240 68
Voluntary contributions to prolong public schools, or to purchase apparatus	12,540 26
Decrease for the year	6,457 64
Local school funds, the income of which can be appropriated only for the support of schools and academies	1,167,173 27
Income of local school funds appropriated for schools and academies	75,808 48
Income of State school fund paid to cities and towns in aid of public schools for the year 1870-'71	107,306 62
Paid for superintendence of schools by school committees and for printing school reports	83,060 96
Salaries paid superintendents of public schools	39,026 50
Aggregate expended on public schools alone, exclusive of repairing and erecting school-houses, and of school-books	3,520,510 35
Increase for the year	215,593 13
Sum raised by taxes, (including income of surplus revenue, &c.,) exclusive of taxes for school buildings and superintendence, for the education of each child in the State between 5 and 15 years of age—per child	11.783
Increase for the year	0.234
Percentage of the valuation of 1865 appropriated for public schools, including only wages of teachers, fuel, care of fires and school-rooms,	0.00325
Increase for the year	0.00015
Amount of taxes paid to maintain public schools alone, exclusive of cost of school-books	5,462,852 49
Or for each person in the State between 5 and 15 years of age	19 63
Or for each man, woman, and child in the State	3 75
Or a percentage on the valuation of 1865 of over	5 mills.
Amount paid for popular instruction of youth in the State, including tuition in private schools and academies, and exclusive of what is expended for collegiate and professional education, and for school-books	6,297,040 91
Or for each person between 5 and 15 years of age	22 63
Or for each person of the entire population	4 32
Or a percentage on the valuation of 1865 of over	6 mills.

ATTENDANCE.

Number of cities and towns *	340
Number of persons in the State between 5 and 15 years of age, May 1, 1870	278,249
Increase for the year	7,197
Total enrollment in public schools during the year	273,661
Average attendance	201,750
Increase for the year	2,037
Ratio of average attendance to scholastic population	.73
Number of children under 5 attending public schools	2,714
Decrease for the year	180
Number of persons over 15 attending public schools	21,973
Decrease for the year	178

Average duration of schools, 8 months and 9 days.
Increase for the year, 3 days.

TEACHERS AND TEACHERS' PAY.

Number of male teachers during the year	1,049
Number of female teachers during the year	7,186
Total number of teachers in public schools for the year	8,235
Decrease of male teachers for the year	9
Increase of female teachers for the year	138
Total increase in number of teachers	129
Average pay of male teachers (including high-school teachers) per month	$76 44
Average wages of female teachers per month	$31 67

SCHOOLS AND SCHOOL-HOUSES.

Number of public schools	5,076
Increase for the year	113
Number of high schools in towns and cities required by law to maintain such schools	142
Number of high schools in towns not required by law to maintain them	39
Number of evening schools	51
Average attendance of evening schools	3,479
Cost of maintaining evening schools	$36,760 65
Number of schools in State, charitable, and reformatory institutions	20
Number of teachers in such schools	30
Number of different pupils	1,531
Average attendance	898
Number between 5 and 15	573
Number over 15	413
Expense of schools in such institutions	$9,576 40
Number of incorporated academies returned	46
Average number of scholars	2,945
Increase for the year	54
Amount paid for tuition	$115,136 15
Increase for the year	$3,268 86
Number of private schools and academies	428
Decrease for the year	38
Estimated average attendance	12,443
Decrease for the year	1,473
Estimated amount of tuition paid	$406,432 85
Decrease for the year	73,248 33
Amount expended in 1870 for erecting school-houses	$1,712,073 91
Increase for the year	$258 766 33
Amount expended for repairing school-houses	$346,779 39
Increase for the year	$31,367 59
Total expended for school-houses, 1870	$2,058,853 30

SCHOOL FUND.

The income of the fund applicable to educational purposes is absorbed by the present wants of the school system, to which must be added the expenses of the new normal

* All have made returns except Chelsea, and three towns newly incorporated, viz, Ayer, Gay Head, and Maynard.

school at Worcester. The principal of the fund has reached its maximum. The income, which was for the past year $177,496.46, will not be greater in future years. The moiety to be divided among the towns is sufficient to give to each child between 5 and 15 years only 32 cents, while the sum raised for educational purposes by taxation averages $11.78 per child. These 32 cents are now inadequate to afford any substantial relief to the towns, or benefit to the schools, and will, from the present year, be annually diminished as population increases.

Public opinion is unmistakably looking toward the adoption of a far more comprehensive system of means for the better education of teachers and more thorough supervision of the schools. It is seen that in these respects Massachusetts is drifting behind the younger and more vigorous States, and the demand for larger means and a more perfect organization must soon be met. It is therefore recommended by the board of education that a State tax of one-half of one mill be levied with the general State tax, and the net proceeds of said tax, together with the income of the school fund, be expended, three-fourths for the support of public schools, and the remaining one-fourth for other educational purposes. This will give about $650,000 a year to be distributed among the towns, and $217,000 a year for other educational purposes.

TEACHERS' INSTITUTES.

Seven institutes have been held during the year; six of them for five days. The one at West Newbury, occurring during the week of the annual election, was continued only three days. In each, twenty-seven teaching exercises were given by day, and five evening lectures. Most of the institutes were marked by an unusually large attendance of earnest, intelligent teachers, and the evening lectures were listened to by crowded audiences. In making preliminary arrangements for the institutes the agents not only visited the towns where they were to be held, but also, when practicable, visited several of the adjoining towns, with especial reference to awakening an interest in the subject, and so secure a better attendance. There were also prepared and sent to the school committees in towns near the place where each institute was to be held circular-letters explaining the object of the institute, and requesting that where the schools were in session, the teachers might be allowed to close them so as to attend the institute. Posters were also prepared to be sent to many towns; each institute was advertised in several papers, and arrangements made with railroad officials, and for the printing of free return tickets. All these preliminary arrangements are in the highest degree essential to the success of the institute.

The total number of teachers and members of school committees present at the different institutes was 908. Some of these were present only for a day or two of the session. The school committees in many towns are unwilling to allow their teachers to close the schools to attend the institute for the whole period of five days, unless they make up the time. It thus not infrequently happens that those teachers who most need the instructions which the institutes give, and who are most desirous of availing themselves of them, are cut off from the privilege. To meet this difficulty, it is recommended that the legislature be requested to pass an act which shall give to school committees the authority to allow the teachers in their employ to close their schools and attend upon any institute held in term time, and in their returns to the board to count the time so spent as actual school time.

All the institutes held during the year were highly satisfactory, judging from the opinions of those in attendance, which, in every instance, were expressed either in resolutions or in some less formal way, accompanied by an invitation to hold another institute as soon and as often as was deemed expedient.

SUPERVISION OF SCHOOLS.

Each system of supervision has its peculiar advantages; but practically that will be the best which most nearly conforms to the habits of the people. Hence the system of supervision by a committee will not very soon be changed in Massachusetts. Moreover the laws of 1854 and 1856, which authorized any city or town to require its school committees to appoint a superintendent, furnish the means of securing the advantages of both systems, that of a larger body for counsel and of a single person for details. The necessity of a thorough supervision has been so far recognized that most of the cities and several of the large towns of the commonwealth employ a superintendent of schools. This agency is "now exerting a more powerful influence than any other instrumentality in perfecting the character and giving efficiency to the schools."

While the benefits of the system are enjoyed by over forty cities and towns, the remaining number do not employ a superintendent. Most of them can not afford the expense, but these very towns are the ones that most need such supervision, for the small towns can not obtain as able and experienced teachers as the wealthier places, and they have fewer persons of literary attainments able to devote their time to these duties.

To such towns is commended the consideration of a recent law which provides that in the case of contiguous towns, where the proper remuneration of a superintendent would be a serious burden on a single town, the towns may unite in the employment of such an officer.

In most cases where a superintendent is employed, the office has become a permanent one, with a respectable salary, and commands the services of men of large experience and eminent ability. In many cases, one member of the school committee who has aptitude for the work and leisure, is intrusted with the entire active duties of the committee, often performing them for small compensation.

WOMEN AS MEMBERS OF SCHOOL COMMITTEES.

A few years since a bill was reported in the house of representatives authorizing the election of women on school committees. It was defeated on the ground that the law was unnecessary, inasmuch as the towns had full power under existing laws. Since then the number of such elections has rapidly increased, and in two towns the schools are entirely under the supervision of women. Their superior tact and sympathy, and the necessary leisure enjoyed by many, are among the reasons sufficient for this movement, which, doubtless, will continue till, "both as members of committees and as superintendents, women will exert an influence alike powerful and beneficent."

SPECIAL AGENTS.

At the last session, the legislature, at the request of the board of education, made an appropriation from the income of the school-fund of a sum not exceeding $10,000 to be expended for the salaries and expenses of such special agents as the board might employ. The object of this appropriation was twofold: First, to enable the board to secure the services of some competent agent to give aid and direction in the teaching of drawing. The second object was the employment of persons to act as visiting agents within certain districts to be designated, who should perform the services in their respective districts which are performed by the general agents, with the intent that all the towns in the commonwealth should be visited by an authorized agent of the board at least once annually. If this plan meets with the success which is confidently anticipated, it will gradually lead to the establishment of a system of local, county, or district agents. The fact appearing, however, that other appropriations would nearly absorb that portion of the school-fund to which all were charged, only one visiting agent has been employed. The results of his work in the western counties are most encouraging.

With regard to the first-mentioned object for which the appropriation was asked, more has been accomplished. A special agent was appointed by the board in July last, as the director of art-education, and is now engaged in the work of aiding the cities and towns in carrying out the requirements of the law of 1870, relating to the teaching of drawing in the public schools and the establishment of evening schools for the instruction of adult persons in mechanical drawing. His labors thus far have met with gratifying success.

SCHOOL-AGE.

The number of children between 5 and 15 years of age is made the basis for the apportionment of the school-fund, and hence is supposed to define the age for which the people are bound to provide means of education; and there is a disposition in some places to exclude from school all over 15 years of age. The same statute, however, that makes this limitation of age for the apportionment of the school-fund, provides that nothing in the act shall be considered as excluding from the schools persons under 5 or over 15 years of age. The fact that more than one-tenth of the whole number in average attendance upon our schools during the year were over 15 years of age shows that this interpretation of the statute is accepted by the great body of the people.

It is to be regretted that the statute does not prohibit the admission of children under 5 years of age into our public schools, and even make it a penal offense for parents to send them at an earlier age. The fact that nearly 3,000 children under 5 years of age were in attendance upon the public schools of Massachusetts during the year, compelled to breathe the vitiated air of school-rooms and to sit quietly on hard benches for five and often six hours a day, for five days in the week, suggests the necessity of some legal prohibition to remedy an evil so deplorable in its consequences.

COMMON-SCHOOL STUDIES.

How to educate our children and secure the best results, with the greatest economy of time and expense, is the great problem of the day, and demands the best thoughts of all our educators. There is an opinion very prevalent among them that while our

schools are doing a great and noble work, they are not accomplishing all that might reasonably be expected of them.

If a portion of the time wasted, and worse than wasted, in the attempt to memorize the endless and senseless details of geography and of history, the technicalities of grammar, at an age when they can not be understood, and long examples in mental arithmetic, which, with their complicated solutions, must be given with closed book, and in precise, logical terms, could be given to some studies that would really interest the children, develop their perceptive powers, accustom them to the correct use of language, and be of real practical value to them in after life, more satisfactory results than are now attained would be exhibited at the close of the child's school-life.

The recent introduction of Hooker's admirable "Child's Book of Nature" into the grammar schools of Boston, Cambridge, Worcester, and several other cities and towns, is a step in the right direction toward a "consummation devoutly to be wished" in respect to an improved course of studies for our common schools.

HIGH SCHOOLS.

During the past year 179 high schools have been maintained in 165 cities and towns. Only three towns required by law failed to maintain a high school. Many of these schools are not what might be expected from the name; still, even in the poorest of them, greater advantages are presented than could be offered by the other schools in the same town; and in many of the large cities and towns an education is afforded, without expense to the pupil, more extensive and complete than can be acquired in many colleges. "Their influence, when they are wisely and liberally supported, is incalculable. From them our colleges receive their largest, and often their best, supplies." From the high school at Woburn, a town having a population of less than 9,000, twenty graduated last June, five of whom were going to college. Including these five, there were twenty-eight members of the school studying with reference to a collegiate education. Nine others who were fitted in this school were at that time in different colleges.

THE HALF-DAY SYSTEM.

There is one peculiarity in the management of this school which, for several reasons, is worthy of special consideration. The "half-day system," which has been in operation there for several years, requires the attendance of the pupil but one-half of each day, provided he has faithfully performed his duties. It is thought that this system has a good influence upon the character of the pupil, (as it cultivates a feeling of responsibility,) upon his health, and also upon his mind, as, undisturbed by the distracting influences of a school, he can accomplish much more in the same time. It is an economical arrangement also. The present high-school house was intended to accommodate ninety pupils. With this system it will accommodate just twice the number, one-half attending in the morning, the other half in the afternoon. "Hence it is to-day saving an expenditure of from twenty to thirty thousand dollars in the erection of a new high-school building.

"The results of this system are so entirely satisfactory, and its advantages so obvious, that I would commend it for adoption in those towns whose citizens are not prepared to incur the expense of erecting new high-school buildings, or of enlarging existing ones, to accommodate the increasing number of pupils."

NORMAL SCHOOLS.

"These most important institutions have been conducted during the past year with all their accustomed faithfulness and success. In each of the schools a goodly number have entered upon the advanced course of study, for which provision has been made by the board. In two of the schools, many during the first year have determined to pursue the full course of four years, and their studies are arranged with reference to that; while in the others the advanced class is made up of those who have graduated, and in many instances have been engaged in teaching. Experience only will prove which of these methods will secure the most satisfactory results."

ADMISSION TO NORMAL SCHOOLS.

The superintendent further states: "I have attended the examination of applicants for the normal schools, and have at such times generally made a very careful and critical examination and analysis of the results presented in the papers of the applicants. An analysis made at one of these examinations is, I think, a fair specimen of all of them. The average age of the forty-eight examined was 18 years and 9 months. Twenty-one of the 37 ladies examined were graduates, or had been members for some time, of high schools, 5 of academies, and 11 of grammar schools. Nine of these had taught schools

for a period varying from 12 to 143 weeks. The questions were not above the average of those proposed to candidates for admission to our high schools. There should have been an average of at least 80 per cent. of correct answers. Only 4, however, had this average, and only 11 had 70 and upward. Eighteen had less than 60 per cent. To attain even this result, their reading had to be taken into account, for which they were marked much higher than for their written papers. With this, the general average of correctness for all who were examined was 62 per cent.; without it, 59. Yet only 4 of the 48 were rejected.

"An examination of the papers of these applicants shows that in too many cases the writers were allowed to take up the higher branches of study in high schools and academies before they had thoroughly mastered the simple elementary branches, which are the corner-stone of a good education. The papers of many were very faulty in respect to the correct use of language, the construction of sentences, the use of capital letters, and spelling.

"I have presented this topic thus prominently, to give emphasis to the recommendation that I would make, that a more thorough and exact knowledge of the common English studies should be required as indispensably necessary for admission to our normal schools than has heretofore been. I am decidedly of the opinion, too, that it would be wiser to add a year to the minimum age required for admission, at least for ladies, and not admit any under seventeen years of age. With a higher standard of scholarship for admission, and with greater maturity, physical and mental, of those admitted, I think we should secure a superior class of teachers for graduation, and thus elevate the character of our normal schools.

TRAINING OF TEACHERS.

"While the normal schools are performing a most valuable service in raising the standard of teaching throughout the whole commonwealth, their capacity to educate trained teachers has hardly kept pace with the increase of population, and is rapidly falling short of meeting the great increase in the demand for such teachers. Some other system must be devised.

"Two plans have been suggested. One contemplates the establishment of several normal schools, with a course of three or six months, devoted to a strictly professional course of instruction in the art of organizing, governing, and instructing schools. From four to six hundred teachers could be trained yearly in each of these, at an expense not much greater than is now required at the normal schools, and they would be much better fitted for their work than is the present large number of teachers who lack special training. This plan has been fully elaborated by one of the best educators in our country, and his recommendation is sufficient to entitle it to the most careful consideration.

"There are some decided advantages in introducing normal instruction into the high schools and academies. These schools are in successful operation in locations where the pupils live and the teachers are needed. No additional expense would be required for the construction and maintenance of the schools, and a department for this branch of education can be as well maintained there as in separate schools. Several cities and towns have established training schools, auxiliary to the high schools, and it is believed that many of the academies would employ competent instructors and establish such a course, provided reasonable encouragement should be proffered by the commonwealth."

TEACHING OF DRAWING.

It is now admitted by all who have examined the subject that every one who can learn to write can learn to draw, and that drawing is simpler in its elements and more easily acquired than writing. Special instructors are no more required for drawing than for writing or arithmetic. Teachers must learn and teach elementary drawing as they learn and teach other branches.

In order to obtain the advantages of the best methods of instruction, the sub-committee to whom the school committee of Boston had committed the subject of art education, early in the year opened a correspondence with gentlemen in England, with the object of procuring a gentleman having the requisite qualifications to organize classes and conduct the department of drawing in the Boston schools, on the same general plan that music is so successfully taught in them. The correspondence resulted in an invitation to Walter Smith, esq., the head-master of the school of art in Leeds, to accept the position. Before deciding the question of acceptance, Mr. Smith visited this country, and after a full conference with the executive committee of the board, the latter were satisfied of the expediency of procuring the services of Mr. Smith for the commonwealth, for such portion of his time as should be agreed upon with the Boston committee. Returning to England, Mr. Smith was authorized to expend $500, appropriated by the board from the income of the Todd fund, in procuring such models of art, drawings, casts, &c., as would be needed. Having procured by purchase, and by the gift of generous friends of art culture in England, a valuable collection of models, &c.,

suited to his purpose, Mr. Smith returned to Massachusetts early in the autumn and commenced his work.

In the city of Boston Mr. Smith is head-master and professor of art education in the normal art school, and director of the night classes for drawing, established in compliance with the law of 1870. The course of instruction, arranged by Mr. Smith for these free evening classes, comprises what is usually included under the term "mechanical or industrial drawing." By the State Mr. Smith is employed as "professional adviser and lecturer in the matter of art education." In this capacity he has given lectures and teaching exercises in the teachers' institutes, and has visited and given instruction in those cities and towns required to maintain adult classes in mechanical drawing. The lectures have been everywhere received with marked approbation. New interest is awakened, and large numbers are flocking to the classes wherever they are established. Flourishing classes have been formed in all but two or three of the towns and cities required by law to maintain them.

It will be the duty of Mr. Smith, as soon as he can be released from the more immediate calls of the towns, to spend as much effort as possible in the normal schools, with the view of giving the utmost efficiency to the instruction in drawing given in them, to the end that competent teachers may, as rapidly as possible, be prepared both for the public schools and for special classes.

Mr. Smith has been greatly aided in his lectures and teaching by the collection of models before named, which comprises models, casts, and apparatus in use in the schools of art in Great Britain, together with a set of the works of students in those schools, illustrating a complete course of instruction in all the stages of art study. These are placed under the charge of a curator, who attends to their transportation and arrangement, and who is also a competent teacher of drawing, and does good service in supplementing the labors of Mr. Smith. This collection of models is to be deposited at the State-house in Boston. It will be lent for exhibition to any city or town engaged in forming free evening classes, and the director of art education will, on request, attend personally any conference of the school committee in the locality, and give, if desired, a public address on the subject.

At the annual meeting of the Massachusetts Teachers' Association in October last, Mr. Smith delivered a very interesting and valuable address on "Art education and the teaching of drawing in the public schools." This address was listened to with profound interest by a large body of the leading teachers from every part of the State, and was published in the Massachusetts Teacher for November. It has also been printed in pamphlet form by the board, and with it two valuable papers by Professor Thompson.

In the address, Mr. Smith makes this declaration, which proves him to be pre-eminently fitted for the work intrusted to him: "Though acquainted with the national system of my own country, and of other European states, I am not committed to, nor do I wholly approve of, any of them, but I believe in the construction of a system in a country where the subject is new. We can adapt the good parts of all the old methods to the requirements of this country, and omit all the bad parts." He also says: "While England is appropriating all the features of the Massachusetts system of general education that are worth anything, in Mr. Forster's scheme, we are borrowing from Great Britain, as well as from other countries, the most valuable portions of their experience in technical education, and I venture to prophesy that upon a better general basis we shall erect an infinitely better superstructure, so soon as the development of public opinion in this country will furnish us with the means for its accomplishment."

SPECIAL NORMAL DRAWING-CLASSES.

The chief obstacle in the way of teaching drawing at present lies in the difficulty of procuring competent teachers. So fast as this obstacle can be removed, there is no good reason why the law should not be extended in its scope so as to embrace all towns having more than 5,000 inhabitants. Something can be done, as heretofore, in the teachers' institutes. Still more, however, might be expected from special normal classes, to be opened at central points, at such periods of the year as would best accommodate the teachers of the vicinity. A special appropriation, to be used by the board in maintaining such classes to a limited extent, would be of signal advantage.

The secretary takes pleasure in pointing to an experiment in proof of the feasibility of establishing such special classes. In July, in response to a circular issued by the superintendent of public instruction in Worcester, a normal class of twenty-three was opened in the rooms of the Worcester Free Institute, and taught by the professors of the institute, for three weeks, two lessons each day. The pupils paid a fee of $10 each for tuition, the use of the rooms being granted by the trustees free of charge. Professor Thompson, of the Worcester Free Institute, says of this experiment: "The class was not as large as it would have been at any time except just at the close of the (school) year, in hot weather, when most people rest or travel. That the class was as large as it was argues the need of it."

TECHNICAL EDUCATION.

A resolution "relating to technical instruction in schools" was passed by the last general court, by which the board of education was directed to report "a feasible plan for giving in the common schools of the cities and large towns of this commonwealth additional instruction, especially adapted to young persons who are acquiring practical skill in mechanical or technical arts, or are preparing for such pursuits." The State has generously endowed the institute of technology in Boston and the museum of zoölogy in Cambridge; but though these two institutions and the scientific school in the latter place afford great advantages to those who intend following the higher walks of industrial pursuits, they do not give the practical instruction required to fit the mechanic for his daily work. They bear the same relation to schools for the technical education of mechanics that the college does to the high school; each is indispensable in its place, but neither fulfills the functions of the other.

The only school in the State where a technical education in mechanics combined with practice can be obtained is the Worcester County Free Institute of Industrial Science, in Worcester. It was incorporated in 1865, and is a model institution, which has no superior in this country. The corps of instructors embraces professors of chemistry, mechanics and physics, drawing, mathematics, civil engineering, French and German. There are 89 pupils, mostly from Worcester County. There are also 20 free State scholarships for the benefit of pupils from other counties than Worcester, to be selected by the board of education.

The value and importance of schools of this character are not understood or appreciated in this country. One who has devoted much time and thought to the subject says that "provision for the prompt, speedy, and ample, or the better education of the manufacturing or mechanic operatives of Massachusetts, is not only an investment promising a vast pecuniary return, but is to-day a necessity of self-preservation for the State." Four-fifths of all the industry of the State is dependent upon occupations for which the training of these schools would be a preparation.

In this branch of education, as in many others, Germany, Switzerland, Austria, and Belgium have taken the lead, leaving England and America far behind. In the great exhibition in London in 1851, English workmen excelled in nine-tenths of the one hundred departments, but in the Paris Exposition of 1867 they excelled in only one-tenth. During those sixteen years, artists, mechanics, engineers, and chemists, trained in technical schools, had entered the workshops of Europe, and by means of their skill and knowledge had transferred to the continent the supremacy England had so long enjoyed. England, alarmed at the report of her jurors at the Exposition, at once established technical schools in many of her largest cities, and has determined that hereafter her citizens shall at least be as well educated as those of continental Europe.

The question for Massachusetts to consider is, what position she will take in the strife for the world's prizes. The broader development which our free institutions give to the individual man enables him to accomplish a greater amount of work; and if we only furnish a better technical education than is given abroad, we can contend on an equal footing, and compete successfully with the markets of the world.

While the board do not think it feasible or advisable to give technical instruction in the common schools, other than drawing, they would suggest that the State authorize all cities and towns having a population of 5,000 and over to establish free technical schools for instruction in such branches of knowledge common to the leading industries of the entire State as may from time to time be prescribed by the board of education.

BOSTON.

SCHOOL ACCOMMODATIONS AND EXPENDITURES.

The school accommodations of this city comprise 105 school-houses, most of which are substantial and commodious edifices, with all the modern improvements in school architecture. The whole number of sittings is 44,192; and 1,000 teachers are employed, at the annual expense for salaries of more than $800,000. The annual expenditure for school purposes, exclusive of the cost of school-houses and lots, exceeds $1,000,000. The aggregate value of the school property amounts to $5,891,747.15. Concerning this statement, the superintendent remarks: "It is evident there has been no lack of means in this city for the establishment and support of public schools. Cheap schools are usually poor schools. The great cost of our schools is not proof positive that they are good, but the liberal scale on which they are conducted affords the best presumptive evidence in their favor, for an intelligent community would not be likely to pay so high a price for a poor article."

ATTENDANCE.

The superintendent says: "Two things are necessary to make the education of the people complete—good schools and good attendance. Neither will suffice without the

other. To secure both is the problem of education." The whole number of pupils belonging to public and private schools is 46,813, a number larger by nearly 1,000 than that of the children in the city of school age; but this number includes about 4,343 over 15 years of age, which, taken from the whole number, leaves the number under 15 belonging to the schools, 42,470. This number deducted from 45.970, the whole number of the school population, leaves 3,500 still to be accounted for. The whole number of children 5 years of age is about one-tenth of the number between 5 and 15, and it is ascertained that 25 per cent. of the children of this age do not attend school at all. Add to this the large number who leave school at from 12 to 14, (half the number certainly of pupils of that age,) and it leaves less than 500 children growing up in ignoraunce in the city. It appears, then, from this statement, that the number of pupils between 5 and 15 years of age, in public and private schools, is 92 per cent. of the whole number in the city; that of the 7 per cent. not attending school, six-sevenths are pretty well accounted for, making 99 per cent. in school or accounted for, while 1 per cent. only remains unaccounted for.

In this connection the superintendent says: "During the past ten years, I do not remember to have met with the case of a child who had resided in the city until the age of 14 without learning to read and write." He is also convinced that "among the forces to be relied on to secure the general attendance of children at school, the character of the schools is the most important."

CLASSIFICATION.

As an element in determining the success of the school system, it is necessary to know not only how many children are in school, but also to what grades and classes they belong. Taking the average whole number belonging to the day-schools (36,560) during the half year ended January 31, 1872, as the basis of calculation, the percentage belonging to each grade is as follows:

Classes.	Number.	Per cent.	
		1872.	1862.
High schools	1,723	4.7	2.9
Grammar schools	19,605	53.6	47.4
Primary schools	15,232	41.6	49.6

This table shows a very considerable gain in the percentage of the upper grades. For every 1,000 pupils in all the day-schools there are 47 in the high schools, or a little less than 5 per cent.; but this is not the true per cent. of the pupils that enter the high school. To get this, the *time* in the high schools as compared with the time in the lower schools should come into the calculation. The number that entered the high schools this year was 19 per cent. of the number that entered the grammar schools from the primary. The following table shows the condition of the high schools for the half year ended January 31, 1872:

Schools.	Number of teachers.	Average number of pupils.	Average number of pupils to a teacher.
Latin	11	222	20.1
English high	17	541	31.8
Girls' high and normal	23	622	29
Highlands high	6	266	34.3
Dorchester high	5	132	26.4
Totals	62	1,723	

Classification of high schools for the half year ended January 31, 1872.

Schools.	CLASSES.						
	Advanced.	First.	Second.	Third.	Fourth.	Fifth.	Sixth.
Latin	.....	23	27	33	25	11	99
English high	14	104	170	235	.....	.....	.....
Girls' high and normal	52	117	181	246	.....	.....	.....
Roxbury high	16	41	65	78	.....	.....	.....
Dorchester high	.....	46	37	47	.....	.....	.....
Total	82	331	480	639	25	11	99
Percentages	4.9	19.8	28.7	38.3	1.4	.6	5.9

Classification of grammar schools for the half year ended January 31, 1872.

Classes.	Number.	Per cent.
First class, (highest)	1,448	7
Second class	2,349	12
Third class	2,996	15
Fourth class	3,273	17
Fifth class	4,491	23
Sixth class	5,075	26

Classification of primary schools for the half year ended January 31, 1872.

Classes.	Number.	Per cent.	
		1872.	1863.
First class, (highest)	2,466	16	15
Second class	2,723	18	14
Third class	2,301	15	14
Fourth class	2,363	16	15
Fifth class	2,361	15	17
Sixth class	3,125	20	25

The relative gain in the upper classes of the primary schools during the past years has been very gratifying. In 1863 the first class was only three-fifths of the sixth class; now it is *four-fifths*. It used to be said that in the graded system of primary schools the sixth class must always be quite disproportionate in number to the other classes. Experience has disproved this assertion. The aggregate percentage of the three upper classes is almost exactly the same as that of the three lower classes. This is a most satisfactory showing. The average number of pupils to a teacher in the primary schools is 45.6; in the grammar schools it is 46.3.

NORMAL SCHOOL.

Twenty years ago the school board established a normal school for the professional training of female teachers. This institution was not merely a normal school in name; it was one in reality. It did not aim or pretend to be anything else, and it commenced its career with the most flattering prospects of success. But before it had been in operation three years, the public sentiment demanded provision for the higher education of girls who were not intending to become teachers. This demand was met by changing the character of the normal school so as to make it a high school for girls

as well. True, it has never entirely lost its normal characteristics, but it has been more of a high than a normal school. It has rendered great service to the city, especially since the establishment of the training department eight years ago.

But the superintendent believes that far better results would have been accomplished by two separate organizations as a temporary expedient. It has been too long delayed. But the degree of unanimity with which the board has just now, after long deliberation, voted to have a separate high-school training of female teachers, leaves no room to doubt that the vexed question is at length settled. The normal school should have, as an indispensable part of its organization, a model and practicing school connected with it, embracing all the classes of the primary and grammar school grades.

TEACHERS.

The superintendent thinks that better regulations are needed in respect to the examination of teachers. "In this respect, instead of making progress, we have lost ground. Latterly, teachers have in most cases been appointed without any examination. I am fully persuaded that the best interests of the schools demand a reform in this respect. Why should we not grant certificates of qualification of different grades? Why should teachers receive the maximum salary before they have received a first-class certificate? The present practice of ignoring the examination of candidates is not giving us the best teachers we might get for the salaries paid. What is needed, especially, is a fair chance for competition.

"In selecting teachers, the choice should not be between tact and scholarship. All candidates should be excluded who have not very good scholarship, and from the good scholars, those should be selected who show the most tact. Teachers who are not good scholars do not wear well, become more and more mechanical, and if they remain long in the service, become incorrigible routinists.

"It is equally desirable to have men of good education to fill the office of master; and as nearly all masters must come from the ranks of sub-masters and ushers, it is of the greatest importance that these should be good scholars.

DR. LEIGH'S METHOD.

"The last report stated that this method was in successful use in the primary schools of eleven districts. During the last year it has been introduced into some other districts. Its success, wherever it has been used, has been so decided, that it seems desirable that it should be made obligatory in all the districts.

EXPENDITURES FOR SCHOOLS.

"For ten years, ending 1851, the average rates of the school expenses, as compared with the total city tax, were 27.6, while for the last ten years the rates averaged only 16.6. So that if the school expenses should be increased 50 per cent. and more, we should only stand relatively where we stood 20 or 25 years ago." This statement is not made as a reason for any special increase of outlay for schools, but as an answer to charges frequently made against the management of the school committee with reference to economy in financial matters.

WOBURN.

SCHOOL BUILDINGS.

Woburn, with a school population of only 1,875, owns 14 school-houses, and in this particular is an honorable exception to the number of cities of whose limited school accommodations complaint is justly made.

CONDITION OF SCHOOLS.

The year ended March 1, 1872, has been one of great prosperity. The schools generally display a high degree of excellence, and the high school is in advance of most of its class. Its condition is so exceedingly satisfactory that it was thought worthy of special notice by the agent of the Massachusetts State board of education. More than 8 per cent. of all the pupils in town attend the high school. Six per cent. is a fair average for most other towns. Twenty pupils graduated at the close of the term. The training school fully supplies the place of a normal school. The success and popularity of its graduates in other towns are sufficient proofs of its efficiency. At present but one graduate is unemployed.

CHANGE IN COURSE OF STUDY.

The grammar-school course has been extended from three to four years. This will afford pupils a better opportunity for preparing for the high school, and will adapt the course to the needs of that large class of pupils whose education does not extend beyond the grammar school.

DRAWING.

By vote of the board, drawing is to become a regular branch of instruction in every school. It has already been taught in some of the lower grades during the past term, with good success.

TEXT-BOOKS.

In very few schools are so few text-books required as in those of Woburn. No text-book in written arithmetic even has been in use—a custom nowhere else in practice—but instruction has been given entirely by means of the blackboard.

SPRINGFIELD.

SALARIES.

This is a subject deserving more than a passing notice. The strife now taking place throughout the country, to improve and perfect the public schools, has added greatly to the labor and responsibility of teachers. School-teaching has become more of a profession, requiring talent, study, and preparation, and less of a temporary employment. Education is now regarded as the true safeguard of our liberties, and the best and strongest intellects are sought to improve the character of our public schools, and, in proportion as we invest in intellectual capital, must we increase compensation, or it soon seeks other channels for better remuneration. If we do not wish to place our most sacred interests in the care of second or third rate teachers, we must employ the best talent, and pay for it.

SCHOOLS AT INDIAN ORCHARD.

The half-time school at the Orchard was suspended during the summer term, but was opened again in September. It numbers about thirty pupils, who are in school three hours each afternoon for five days in the week. The progress of many of them is very rapid. If the population of the village were sufficient to furnish another school of equal size for a forenoon session, it would leave nothing more to be desired for such a school. An evening school, held at Indian Orchard during the winter, numbers about eighty pupils, and is open three evenings a week. The expense of this school is considerable, as it is necessary to send a teacher out from town, but it is of great advantage to the operatives in the mills, of whom it is largely composed.

INDUSTRIAL OR MECHANICAL DRAWING.

The school for "industrial or mechanical drawing" commenced in December, 1870, and continued fifteen weeks. The number attending was 104, of whom 37 were under 20 years of age, and 10 over 40. The school was an experiment, and a successful one. A room capable of accommodating from forty to fifty persons has been permanently rented and thoroughly furnished, and this year the school was opened the middle of November. It will hereafter be opened the first of October. The number this year is over 140. The school is so arranged that an advanced class has two lessons a week, and, as vacancies occur in it, promotions are made, and new members are admitted to the lower classes once a month. This school is no longer an experiment; the wisdom of those who provided it is manifest; the appreciation of those who enjoy its benefits is outspoken, and the remark is added, "We wish it had been done before we were so old."

DRAWING IN SCHOOLS.

Free-hand drawing has now been taught rather more than a year and a half. "I am more and more convinced of its utility and practicability in our common schools."

WORCESTER.

SCHOOL ACCOMMODATIONS.

The necessity for increased school accommodations is seriously felt. Even with the relief afforded by the occupation of the high-school building, the other school-houses will be insufficient suitably to accommodate the present numbers. Some of the rooms

now occupied for school purposes are pronounced by physicians to be unsuitable and unhealthy. Many rooms are greatly overcrowded, and the numbers requiring school accommodations are steadily increasing. Sixteen houses have been built and occupied during the last six or seven years, and the need for further room becomes daily more apparent. The board has been criticised for opening schools in new houses too soon, and it is better to have them thoroughly completed in every part before they are used; but 639 pupils, the increase last year, must have room. Five or six hundred additional pupils are as sure to come this year as the flood-tide. While the city grows she must build.

GRADING SCHOOLS.

That our system of grading the schools was not perfect is seen from the attempts to improve it. The single-class plan encounters the difficulty that pupils who enter at the beginning of the year have not all the same attainments, nor the same capacity. Some are capable of advancing more rapidly than the majority; others not so fast; others are irregular in attendance, and, from this and other causes, fall behind. To the plan of two or three grades in the same room, under one teacher, there are serious objections, not the least being its effect upon the teacher, who can not resist the inclination to spend the most effort upon the best pupils, who really need it least. Careful observers have noticed in these schools a strong tendency to the "cramming" process, which is the great evil of our school system.

To find a perfect remedy is not easy. In seeking to improve the organization of the schools the end sought to be obtained by them must not be lost sight of. This end is discipline, development, mental growth, and culture, and can not be reached by any mere system, however perfect. It may even be retarded by too rapid progress. No amount of stretching will produce healthy growth in a twig. The gradation of schools is only an aid.

Nor should a system be constructed in the interest of scholars irregular and frequently absent. Their number ought to be reduced by a law which will express the public sentiment on the subject; and for the unavoidable cases, provision might be made by a special school.

TRUANT SCHOOL.

The observations upon the reformatory character of this school and its reflex influence upon boys inclined to truancy are confirmed by yearly experience. A system of rewards for meritorious conduct, by which a boy is able to reduce his sentence, has been put in practice to a limited extent, with the best results. One boy has been pardoned as a reward for good conduct.

By the influence of this school, and the excellent discipline of the ungraded school, which is for one class of pupils antecedent to this, the discipline of all the public schools, it is believed, has been greatly benefited. There are records years back of wild insubordination and resistance to teachers. Scarcely a complaint of this kind has been made for a year. It has come to be understood that the whole influence of the school committee, the city government, the police, and the court, and, better still, of the public sentiment, will sustain the teachers in the judicious exercise of all needed authority. Hence, that authority is rarely questioned.

But there is an evil growing more insidious, and, if unchecked, more dangerous. Truants may be cared for; unruly pupils may be subdued. The children most sinned against, and therefore most to be feared hereafter, are such as are not sent to school at all. To look after these and their more guilty parents and employers, and attend to the truants also, is more work than a single officer can perform.

During the period covered by this report the truant officer has attended to 2,400 cases of reported truancy. He has returned to school 1,397 pupils. Forty-five persistent truants have been arrested and brought before the municipal courts. Twenty-two have been sentenced to the truant school. The total expenditure for the year was $2,045.50.

MANUFACTURERS AND EMPLOYERS.

At the opening of the evening schools in October, many children were discovered who were detained from school and employed contrary to law. The co-operation of manufacturers and others was sought in enforcing the law, by means of a circular addressed to all who were known to employ children. In almost every instance they responded cheerfully and without delay. About 100 children were forthwith sent to school in consequence of this circular, and the number now reaches 150. Many of these desired of the superintendent permission to work till spring and then attend school; but there seemed to be no authority for thus setting aside a State law.

COMPULSORY EDUCATION.

There are many persons even in the city of Worcester who look upon the enforcement of the law compelling the education of children as an infringement of the natural rights of parents. While most will admit that children should be educated, yet they are entirely opposed to having a truant officer to execute the law. "They are in favor of the law on general principles, but are opposed to its execution." The idea of compelling a child to read, write, and cipher is, to their minds, tyrannical. They shut their eyes to the fact that the country swarms with vast hordes of children, heirs of penury, ignorance, and crime, whose parents refuse to give them a chance of education which the public schools offer, but who, nevertheless, in a few years demand and obtain as full rights of citizenship as the oldest and wisest men among us.

The State, in justice to itself, should demand of every person claiming the right of citizenship at least an elementary knowledge of his duties; and as this knowledge must come from the volition of the parent and not of the child, the State should enforce the rights of the child from the parent. As for the child, his whole training has been compulsory. He came into the world without his choice; his parents have forced upon him starvation, vice, and misery. The State power, with its mysterious machinery of law and punishments, stands ready to grind him to pieces if he infringe on them. All along it is compulsion. Yet it is tyranny to use compulsory measures by which he shall be made able, at least, to read the laws which at the penalty of his life he must obey.

The question is one which now touches nearly our national life. This country is the receptacle for the ignorant and degraded from every land. It is for us to decide whether they shall be compelled to accept for their children the help the State offers, to lift them to the level of intelligent beings, or be suffered to leave, like breeding barnacles, a weight and a mass of corruption upon us which may sink us at last.

EVENING SCHOOLS.

Two new evening schools have been organized this year. There is an increasing demand for these schools and the attendance is larger than ever before. The majority of pupils need instruction in the most elementary studies. Many are children scarcely fifteen years old, who work by day. These schools must soon receive much greater attention. Stricter laws for school attendance will soon be enacted. Then the question of evening schools and half-time schools will become prominent. A better classification and more teachers are necessary for the highest success of these schools.

FREE EVENING SCHOOL FOR INDUSTRIAL AND MECHANICAL DRAWING.

This school was the first established under the law authorizing such schools. It opened under the most favorable auspices, both because the Institute of Industrial Science, located here, furnished able instructors, the necessary apparatus, and rooms fitted for the use of the school; and also because here, to a remarkable extent, the citizens, workmen and others, appreciated such a school. It was therefore a model which other cities copied largely. The number of persons who entered at the beginning of the present year was 254, of whom 201 were males and 53 females. There ages were: 76 from 15 to 20; 135 from 20 to 30; 36 from 30 to 40; 6 from 40 to 60; and 1 over 60. Of machinists there were 46; carpenters 33; teachers 33; and the balance is distributed among 41 different trades and professions. Fifty-two were members of last year's classes. The average number present is more than 200. Four classes were organized; one advanced class in mechanical drawing and two classes of beginners. These classes were visited in December by Walter Smith, esq., art director for the State. He commended the interest and progress of the class, and spoke of an exhibition of the work done in this school and others in the State, to take place at some central point at the close of the season. He also addressed the whole body of teachers assembled for the purpose, and imparted a new impetus and a new interest to this study.

DRAWING IN THE SCHOOLS.

The attention bestowed upon drawing has brought to light many pupils who have decided talent in this direction, and all have made commendable progress.

TEACHERS' DRAWING CLASS.

During the summer vacation, applications were made by several teachers from this city and neighboring cities and towns for instruction in drawing. Professor Gladwin, of the technical school, consented to teach a class, and notice to that effect was given

through the papers. A number of teachers joined the class, which was maintained at their expense. In the autumn, a class was formed of thirty-four teachers. Including those in the evening classes, which still continue, about half the whole corps of teachers are now perfecting themselves to teach this study intelligently. Mere copying will soon be abandoned in the schools. Each master has already been furnished with a set of models for object-drawing, which will now become general.

THE NORMAL AND TRAINING SCHOOL.

In organization, purpose, and number in attendance, this school continues as last year. "Like all similar schools, it has still to contend against the almost universal objection that young ladies have to seeking a thorough preparation before engaging in the work of teaching. Too often they prefer the crowded ranks of mediocrity and small pay to the almost vacant eminences in the profession, more difficult of access, indeed, but rich in salaries, honor, and extensive usefulness. This school is a constant protest against the round of dull drill and humdrum routine into which teachers are so tempted to fall, and against the idea that inexperience and incompetency are tolerable in primary schools." All but five of the graduates of this school are employed in the city.

HIGH SCHOOL.

The number of pupils during the year has been 379, a larger number than has ever before been enrolled. The graduating class was larger than any within ten years. By the new arrangements of the grammar schools, access to this school is simple and easy. Admission is governed by the pupil's record as well as his examination.

The new building for the high school, dedicated December 30, 1871, is perhaps the best and most expensive school-house in Massachusetts. When completely furnished and equipped, it will cost not far from $200,000. It is designed to accommodate 500 pupils, and contains nine school-rooms, each about 30 feet square. Connected with the lecture-room on one side is a room for philosophical apparatus, and on the other a chemical laboratory, where 30 pupils can work at one time. The audience-hall will seat 700 people; and by opening the sliding doors to the ante-rooms, there are seats for 1,000. A fine-toned bell, costing $1,000, a tower-clock and twelve electric clocks, also costing $1,000, and a grand piano, valued at $1,200, have been presented to the school. At the dedication of the building, addresses were made by Hon. John Eaton, United States Commissioner of Education, Hon. Henry Barnard, ex-United States Commissioner of Education, the mayor of Worcester, the principal of the high school, the superintendent of public schools, and others.

TAUNTON.

CONDITION OF SCHOOLS.

The progress of the schools during the past year has been more than usually satisfactory. Several important changes have been made; the most prominent of which is a regular and uniform series of promotions, thereby making the high school a department of the graded system. The practice of marking the merits of daily recitations has been discontinued, and monthly written examinations substituted, as a test of scholarship. This change has been attended with the happiest results.

DRAWING.

The introduction of instruction in and study of drawing in the schools is regarded favorably by teachers, children, and people. There is no doubt of its success if teachers can acquire the attainments requisite for systematic instruction.

The school of industrial and mechanical drawing was a success from the first, and has been found the most beneficial and most popular of any educational enterprise established by the board, excepting only the regular free day schools.

EVENING FACTORY SCHOOLS.

There were fewer pupils in these schools than last year, but the attendance was far more regular, and the proficiency in scholarship and good behavior more satisfactory. No corporal punishment was allowed, but a police guard was stationed near the schools.

FALL RIVER.

SCHOOL ACCOMMODATIONS.

During the year three buildings have been completed and occupied with schools, but the accommodations are still insufficient. While 5,786 pupils are registered, there are only 4,686 sittings. Owing to this want of room, most of the schools have been too crowded to produce the best results.

DRAWING SCHOOLS.

The free drawing school was opened in December, and continued 15 weeks. It was organized in three classes; one in mechanical, one in architectural, and one in free-hand drawing. The school has been very successful. The class in mechanical drawing numbered 69; that in architectural drawing 96; these classes were made up chiefly of mechanics. The class in free-hand numbered 256, and was composed largely of teachers.

FACTORY SCHOOL.

The working of this school continues to demonstrate the value of the system. The plan of three months of consecutive daily attendance is considered to work better than half-time schools for six months. The success of this pioneer school is attributed in great measure to the hearty co-operation of the owners and agents of the mills, who, though it may interfere with their business, have been ready to make the sacrifice.

WORCESTER COUNTY FREE INSTITUTE OF INDUSTRIAL SCIENCE.

This school was established by the joint donations of John Boynton, a tinsmith, late of Templeton, Massachusetts, and Ichabod Washburn, a wire manufacturer, late of Worcester, Massachusetts. It has been thoroughly equipped, mainly through the liberality of Hon. Stephen Salisbury, of Worcester. It is free to all citizens of the county of Worcester, and to twenty residents in the State outside the county. The twelve trustees are among the most substantial citizens of the county. The eight professors are all young men, selected mainly with reference to their known excellence as teachers.

ORIGIN.

"It arose," says Hon. George F. Hoar, "from the perception by its founders of two facts: First, that the occupation of the people of Massachusetts is hereafter chiefly to be the mechanic arts; secondly, that whatever is to be the occupation of this people must hereafter chiefly be the work of their brains."

RESOURCES.

The endowment of this school, including grounds and buildings, amounts to about $530,000. Of this fund a portion is devoted exclusively to the shop. Mr. Washburn gave the buildings and equipment, the sum of $5,000 for stock, and a fund of $50,000, the interest of which can be used for working capital. The earnings of the shop, added to the income from its funds, just equal the cost of running it, under the present arrangement. It is found that the value to the shop of the unpaid labor of the apprentices is not quite equal to the loss incurred on their account, so that the shop barely pays its way. It is estimated that the general education of each student costs the institution about $200 a year, while his shop training costs $150 a year in addition.

The institute occupies two buildings, Boynton Hall, of granite, 145 feet by 40, and the Washburn machine shop, 100 by 40, with a wing 60 by 40 for boiler and engine rooms. These buildings are fully equipped, and are surrounded by an ample domain of about seven acres of land.

GENERAL PLAN.

In its scope and purposes this school is essentially like the technical schools of Europe, but gives special prominence to the element of practice. That is, it proposes that manual labor shall accompany brain-work, so far as the two can be made to be mutually helpful. For example, the mechanic shall learn theoretical and applied mechanics in the school-room, and shall also learn the use of tools and the construction and management of machinery in the shop. The civil engineer shall in the same way carry into the field whatever knowledge of topography, road-building, and bridge-building he has acquired in school. Further, the art element in technical training is

made prominent. All students draw at least eight hours a week throughout the course. All possible knowledge of the modern languages, mathematics, and the physical sciences is also imparted. The plan of the school may be briefly stated thus: Every graduate shall have a good English education, and shall have enough practical acquaintance with some form of applied science to enable him to support himself after his graduation. To guard against failure from certain sources, practice is subjected to these three conditions: 1. That it shall be a necessary part of every week's work. 2. That it shall be judiciously distributed. 3. That the student shall not receive any pecuniary compensation for it.

PLAN OF ORGANIZATION AND INSTRUCTION.

The terms and time of admission are identical with those of kindred institutions. Instruction is given by recitations, lectures, and practice. The first two methods are identical for all the students, and present no novelty. The practice differs widely, according to the department chosen by each student, but is strictly adapted to prepare the student for professional life. It occupies ten hours each week, and the whole of the month of July.

The practice of the mechanics presents the only difficulty. It is provided for in the following manner: In February of each year an apprentice class is received, on precisely the same terms as those in September. These students spend their whole time, ten hours a day, in the shop, except ten hours a week, which are devoted to free-hand drawing. They enter the regular junior class in September without further examination. At the end of the course they are expected to be as good journeymen as the boys who have spent the whole time in other shops, with the immense advantage of educated faculties.

The grounds on which the expectation is based are these: 1. The development of the sense of form and proportion in the drawing-room is a powerful auxiliary in the training of an artisan. 2. The time each week is distributed in two periods of four hours and one of two. The weariness of protracted work and the worthlessness of hasty work are thus avoided. 3. Apprentices are not kept doing the drudgery of the shop for the benefit of their employers, though no part of their training is omitted or neglected. They advance as fast as their knowledge warrants. 4. Boys whose minds are quickened by daily school drill can learn more at any kind of handicraft in any given time than those who have no such advantage. 5. The shop is organized like any shop, and carried on strictly as a manufacturing concern. It employs the best journeymen, contains the best machinery, and is occupied in doing the best of work. Its business amounts to about $12,000 annually. The speed-lathe, designed and built there, took the gold medal at the Baltimore fair of 1869, and both the engine-lathe and speed-lathe took first premiums at the fair of the American Institute, at New York, 1871. In short, the students receive the full advantage of unlimited means in the shape of tools, and instruction of the soundest and most practical character.

The mechanics in the graduating classes of 1871 and 1872 are all employed as journeymen or as draughtsmen, with a single exception, in leading manufacturing establishments.

COMMENCEMENT.

The annual commencement of the institute occurs the last Wednesday of July. Two full classes have graduated. Addresses have been given by Prof. William P. Trowbridge, of New Haven, Dr. A. P. Peabody, of Cambridge, Hon. G. F. Hoar, M. C., of Worcester, and the president of the board of trustees, Hon. S. Salisbury.

Each graduate presents a thesis, accompanied with drawings. These papers are carefully read and criticised by a committee invited from the community. The names of prominent professors and manufacturers appear on the list of the committees.

HARVARD UNIVERSITY.

STATISTICAL SUMMARY.

Amount of general investments	$1,712,464 64
Income from general investments	123,320 33
Amount of special investments	713,246 67
Income from special investments	61,492 48
Total amount of university funds	2,425,711 31

NEW PROFESSORSHIPS.

The following new professorships have been established: A professorship of agricultural chemistry, a professorship of modern languages, a professorship of political economy, a professorship of horticulture, a professorship of applied zoölogy, a professorship of topographical engineering.

The new appointments of the last two years have increased the number of the faculty. The present number of professors in the different departments is as follows: College proper, 35 professors; divinity school, 4 professors and 2 instructors; law school, 3 professors and 5 lecturers; Lawrence scientific, 15 professors and 2 instructors; school of mining, 10 professors; medical school, 23 professors and 5 lecturers; dental school, 10 professors and 5 instructors; school of agriculture, 8 professors and 6 instructors; Episcopal theological school, 4 professors.

NEW SCHOLARSHIPS.

The following new scholarships have been established: In the law-school, 8 scholarships, of the yearly value of $100; in the college, 5 scholarships; and in the university, the John Thornton Kirkland fellowship, founded by the Hon. George Bancroft. This important gift is the first of its kind made to the university, and is what is called in England a traveling fellowship. It is to be held by no one for more than three years. Merit is the condition of election; $10,000 constitute the fund, the income of which is to be given to the student.

CHANGE IN THE STATUTES.

The only change in the statutes during the year was the repeal of the statutes for the medical school, which were adopted March 28, 1868. A clause in these statutes provides that, "to secure a recommendation to a degree, the candidate must pass a satisfactory examination in at least five of the nine departments." The repeal of this clause left the faculty free to require of every candidate a satisfactory examination in all the nine departments, which they immediately did.

CHANGES IN THE SCHOOLS.

The year 1870–'71 saw great changes made, or planned for execution in 1871–'72, in several of the professional schools, with a view of raising the standard and increasing their efficiency. The standard of admission to the divinity school has been gradually lowered, and in 1869 it was announced that a knowledge of Latin and Greek would not be insisted on as a requisite for admission. "There is reason to hope that in that year the school touched bottom. From there it took a fresh start, and will speedily resume its proper position as regards thoroughness of work."

The regular period of residence in the law school has been lengthened from eighteen months to two years. Degrees will hereafter be conferred only upon those who have remained through the two years' course and passed satisfactory examinations at the end of each year. Instruction is now given every year in all the prescribed studies of the two years' course. This is a change greatly for the better.

In the medical school a complete revolution has been made in the system of education. This system makes much greater demands than the old, both upon students and teachers; and it throws the school out of a long-established connection with the other medical schools of the country. The course of instruction will fill three years, and every candidate for a degree must hereafter pass a satisfactory examination in every one of the main subjects of medical instruction. The faculty, in making these changes, feel confident of the support of the medical profession, which has for a long time demanded some change for the better in the established system of medical education.

The Lawrence Scientific School has been re-organized. Under the new organization the school offers: 1. A four years' course in civil and topographical engineering. 2. A three years' course in practical and theoretical chemistry. 3. A one year's course in the elements of natural history, chemistry, and physics, intended especially for teachers. 4. Thorough instruction for advanced students in physics, chemistry, zoölogy, geology, botany, and mathematics.

The organization of the Bussey Institution, begun in the year 1869–'70, was brought to a provisional completeness in 1870–'71. The regular course of study will fill three years. The single object of the school is to promote and diffuse a thorough knowledge of agriculture and horticulture. Women may be admitted to the courses on horticulture, agricultural chemistry, and entomology.

LANDS ADDED.

The principal purchase of land during the year 1870–'71 was that of the "Holmes estate," a tract of 5.3 acres, which lay between three parcels of land already owned by the university. This estate was bought for $55,000. Three small lots of land, adjoining the grounds of the observatory, have been bought during the year; also a small piece of marsh, adjoining the large tract given to the university last year by Mr. Longfellow and other friends. The present territory of the university within the city limits is about 60 acres.

IMPROVEMENT IN BUILDINGS.

During the year a house has been bought for the use of the dental school, a growing department of the university, which had previously no proper or permanent habitation. Several new buildings have been erected on the university grounds, and extensive alterations and repairs made in those already in use.

REMISSION OF FEES.

In March, 1871, the corporation voted to abolish fees for advanced standing. It is no longer the interest of the university to throw obstacles in the way of students who are well prepared to enter any department of the university in advance of the usual stage of admission.

LIBRARY FUND.

The library funds, for the purchase of books, have largely increased during the last few years. The total yearly income, which must be used to increase the library, is now $7,000. The number of volumes in all the libraries of the university is 192,000.

MUSEUM OF COMPARATIVE ZOÖLOGY.

The museum, under the direction of Professor Agassiz, and enriched by his private collection, claims to rank among the foremost institutions of its kind. In the new building now going up, it is intended, in the arrangement, to make the museum illustrate the history of creation, as far as the present state of scientific knowledge reveals that history. In one part of the building will be exhibited all the animals peculiar to the different parts of the world, in such a manner as to show their actual association in nature. While in the other part of the building will be shown the geographical distribution of animals upon the whole surface of the earth, and their various combinations and associations in different continents. Such twofold arrangement of collections has never yet been attempted in any museum, not even in the largest and most prominent institutions of the kind in Europe.

SMITH COLLEGE.

The following in regard to this institution is gained from a prospectus issued by the college and various items in the press :

Smith College is the result of a bequest by Miss Sophia Smith, of Hatfield, who appointed the trustees of the future college, defined its scope, and determined its general features.

The funds of this college now amount to three hundred and fifty-eight thousand dollars. As a site for the college buildings, the trustees have purchased thirteen acres in the town of Northampton. By the terms of the bequest, not more than half of the sum can be absorbed by grounds and buildings. It is designed that this institution shall be for women what Yale and Harvard are for the other sex, and the requirements for admission are to be similar to those of the highest institutions in the land. The course of study is not yet definitely settled, but will comprise a Latin and Greek course, as advanced as that of our best colleges, and a scientific course, which shall give prominence to chemistry, botany, and physiology. It is understood that these are to be combined in the same curriculum. It is probable that relatively less attention will be paid to the higher mathematics and more to mental science and ethics. The central idea is to make the institution a *woman's college*, giving women the same kind of training that colleges give men. Although this is its specific object, it is expected that, so far as may be required, opportunities will be offered to its students to fit themselves for all the higher professions and employments sought by women.

The officers of the trustees are: Rev. W. S. Tyler, D. D., LL. D., president; Hon. Edward B. Gillett, vice-president; Hon. George W. Hubbard, secretary; Rev. John M. Greene, treasurer.

AMHERST COLLEGE.

This college has a fund of $65,000, the income of which is appropriated to aid young men who are preparing for the Christian ministry and need assistance. Fifty scholarships have been established, varying in their annual income from $40 to $140; nine of these are class-scholarships. Several other class-scholarships have been established in part, but the endowments are not yet placed in the college treasury.

The libraries of the college and the literary societies contain about 36,000 volumes; and the cabinets of natural history contain over 100,000 specimens.

WILLIAMS COLLEGE.

President Chadbourne was inaugurated July 29, 1872, having been chosen to fill the place left vacant by the resignation of President Hopkins, who for 36 years has been the executive head of the college, and has been connected with it for 41 years.

President Hopkins delivered his farewell address, and very briefly reviewed the history of the college during his connection with it. "Thirty-six years ago its charity funds amounted to about $14,000, and its whole productive funds did not exceed $30,000. Now its charity funds amount to more than $70,000, and its whole productive funds to more than $300,000. Then there were but 3 full professorships; now there are 9, and there are no tutors. To have professors only was a great step, involving the essential thing in a college. A college is like a light-house; the structure may be vast, but if the light at its top be dim it is good for nothing. The college has graduated during these years 1,471 men, nearly one-third of whom either have entered or will enter the gospel ministry. In the future of the college, under the management of the president-elect, he felt perfect confidence."

President Chadbourne, in his inaugural address, declared that in his judgment the instruction in Williams College has, upon the whole, afforded as true a type of high education as that in any college in the land. There would be no change, no reform. The college makes no claim to being a technical or professional school, and the popular movement by which colleges are being transformed into semi-technical schools was considered matter for regret.

ANDOVER THEOLOGICAL SEMINARY.

The seminary is open to Protestants of all denominations. The full course occupies three years. The yearly term is nine months. Aid is given from the seminary funds to students who need it.

NEWTON THEOLOGICAL INSTITUTION.

The proximity of this institution to Boston secures great advantages to students. Indigent students are assisted by the Northern Baptist Education Society.

SCHOOL OF THEOLOGY OF BOSTON UNIVERSITY.

The scholastic year of 1871–'72 closed the first quarter of a century of the life of this institution. Its location has several times been changed. In 1869 it was transferred to Boston, and during the last year has become a department of the Boston University. The school of theology is conducted under the auspices of the Methodist Episcopal Church.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

The president, in his report, remarks that "the past year's work in all departments has been of the most satisfactory character." The faculty of the institute has been increased by the appointment of three new professors.

About 280 students have attended the school of industrial science during the year. At a meeting of the corporation in June, 1872, it was voted to confer hereafter the degree of "Bachelor of Science" instead of "Graduate of the Massachusetts Institute of Technology." Also to establish advanced courses of study, and to confer the degree of "Doctor of Science," subject to certain conditions.

Changes have recently been made in the department of geology, mining, and metallurgy, and considerable additions made to the means of instruction in these studies. The president is authorized by Hon. John Amory Lowell to announce that it is his intention to establish in the institute courses of instruction in designing, as applied to the industrial arts.

WORCESTER ACADEMY.

The courses of study are, first, a college preparatory course for young men; second, a ladies' collegiate course; third, a commercial course; fourth, a common-school course.

LAWRENCE ACADEMY.

This academy is open to both sexes. Twelve scholarships have been established in three colleges by the late Amos Lawrence, for the benefit of students prepared at this academy. The library, containing 2,500 volumes, was a gift of Mr. Lawrence.

HIGHLAND MILITARY ACADEMY.

The full routine of a military post is here observed. The academy includes a scientific and a commercial department.

MONSON ACADEMY.

When founded this academy received an endowment of half a township in Maine lands. It embraces three departments of instruction.

WILLISTON SEMINARY.

Hon. Samuel Williston, the founder of this seminary, has given $250,000 to the institution. There are three courses of study—English, scientific, and classical.

COLLEGE OF THE HOLY CROSS.

This college was incorporated in 1865. It is conducted by the Fathers of the Society of Jesus. The course of study embraces a period of seven years, three of which are devoted to the preparatory and junior classes. The last year is devoted exclusively to the study of rational philosophy and natural sciences.

MOUNT HOLYOKE FEMALE SEMINARY.

The course of instruction occupies four years. A peculiar feature of this institution is the domestic department, in which all the members of the school aid to some extent.

MAPLEWOOD YOUNG LADIES' INSTITUTE.

An extended course of instruction in music is a feature of this institution.

OREAD INSTITUTE.

The course of study embraces a preparatory and collegiate department. Special facilities are offered for instruction in drawing, painting, and music.

ESSEX INSTITUTE.

This institute was formed in 1848, by the union of the Essex Historical and the Essex County Natural History Societies, and located at Salem. As now organized, the institute consists of three departments: the historical, having for its object the collection and preservation of whatever relates to the geography, antiquities, and history of Essex County; the natural history, for the formation of a cabinet of natural productions in general, and more particularly of those of the county, and for a library of standard works on the natural sciences; the horticultural, for promoting a taste for the cultivation of choice fruits and flowers, and also for collecting works on horticulture and agriculture in connection with the general library.

The library contains about 22,000 volumes, and also 50,000 pamphlets. The collections of the museum in some classes of the animal kingdom are inferior to but few others in the country.

The meetings of the institute are as follows: stated quarterly meetings, regular monthly meetings, and field meetings during the summer months, at such times and places as may be agreed upon. These field meetings are a peculiar and interesting feature of the institute. Usually six are held each season in different localities in the county. The forenoon is devoted to rambling in the woods and fields or on the beach in quest of nature's treasures, or visiting some old historic or antiquarian relic. In the afternoon the attendants assemble in some church, town-hall, or school-house and discuss the subjects presented to notice during the day. The public are invited to be present, and to participate on these occasions; and these meetings are popular and largely attended. Evening meetings are also fully attended during the winter months.

The president of the institute is Hon. Henry Wheatland.

CLARKE INSTITUTION FOR DEAF-MUTES.

This institution is specially adapted for the education of semi-deaf and semi-mute pupils, but others may be received. Pupils are admitted at 5 years of age. The report of the principal states that the classes have made very satisfactory progress. Many of the pupils have improved greatly in speaking and in their use of language. "In the matter of articulation, Mr. Bell's system has been pursued with the class of 1871. With only such elements of the system as could be communicated to the teachers in a few hours, better results have been attained in three months than ever before in the same period of time; and in the matter of tone, compass, modulation, and inflection of the voice, results never before attained at all. It is hoped and expected that the thorough instruction of the teachers by Mr. Bell will add greatly increased facilities to

this department of instruction." The school committee "believe that the results of the years 1870–'71, particularly in the matter of mental culture and development, were highly encouraging."

PRIVATE INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED YOUTH.

Since the last biennial report 20 new inmates have been received into the institution, of whom 13 were entered as pupils. The number of inmates averages 60. Pupils are received from the age of 6 upward; but the superintendent suggests that an earlier age is preferable. The report states that "the schools have never been more prosperous, as indicated by interest and progress, and have never been filled with a class of pupils averaging so high intellectually." The greatest attention is paid to physical development, and gymnastic exercises are considered of the highest importance. Constant, active employment is the great remedy for that listless vacuity natural to the feeble-minded.

MASSACHUSETTS NAUTICAL SCHOOL.

The trustees, in their twelfth annual report, state that the frequent changes in the officers of the ships during the year ended September 30, 1871, have made it one of unusual trial to the institution. The number of boys in the school-ships, October 1, 1870, was 216; committed during the year, 107; returned from probation and escape, 9; received from State reform school, 2; total, 334. Number discharged on probation during the year, 101; shipped in the revenue or merchant service, 29; deserted, 8; transferred to State reform school and other institutions, 51; remaining October 1, 1871, 144. The average age of boys committed during the year is 15.6 years. Of the number admitted, 70 were of American parentage. Of the number discharged, the average time on board the ships was 18.71 months. "The great depression of our commerce and the consequent large supply of adult seamen have made it difficult to ship boys on voyages at sea during the year. The sale of one of the school-ships made it necessary to concentrate most of the boys on the remaining ship; the ill-effects of this have been felt more or less through the year. Nevertheless the year's work has been rewarded by good results." "The school-room is recognized as a powerful auxiliary in the work of reformation, and the work here has not been less satisfactory than heretofore."

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

This association held its twenty-eighth annual meeting at Worcester, on Friday and Saturday, December 27 and 28, 1872; the number in attendance being much less than usual, on account of the snow-blockade, which prevented traveling to a great extent. The meeting was called to order by the president, Charles Hammond, of Monson, and opened with prayer by Rev. Mr. Stebbins, of Springfield. Mr. A. P. Marble, superintendent of the city schools of Worcester, welcomed the association, and, in his response, President Hammond took occasion to give a sketch of the organization of the association, and of some of the more prominent of the 85 teachers who first banded themselves together in 1845. He also referred to the organization of the American Institute of Instruction in Boston, in 1830, giving much credit to that and kindred associations for the educational work accomplished during the period of their existence.

Mr. A. H. Davis read a paper on "English literature in our schools," in which he claimed that the study of the best authors should have a place in them, suggesting as the best method for their use, to give at least two hours a week in each school to a reading lesson from standard authors, interspersed with familiar conversation by the teacher and pupils; this plan being considered much better than the reading of extracts from reading-books. Professor D. B. Hagar briefly spoke on the same subject. This was followed by the discussion of the topic, "Latin as a branch of popular education," introduced by F. A. Hill, of Chelsea, who advocated a more thorough and careful study of the English language, and less Latin. He disposed of the plea that the study of Latin is necessary for the proper understanding of English grammar and as an aid in English composition, by saying that grammar was only an afterthought, and that the idioms and beauties of the language can best be learned by a study of the English authors. In conclusion, he thought there should be a better blending of classical and scientific education. The classics can be learned by the many from the English language, by the few, if they choose, from the Latin.

W. C. Collar, principal of the Roxbury high school, differed totally from the author of the paper. He considered the knowledge of Latin essential for an intelligent study of the languages of southern Europe, and also very useful to a proper understanding of the English language. In his opinion, the chief value of a knowledge of the Latin language was the inculcation of what he called a mental conscience, the qualities of patience and veracity.

Mr. D. C. Brown, of the Bowdoin school, Boston, spoke on both of the morning

topics, commending portions of both essays as containing valuable suggestions, but without agreeing fully with either paper.

The discussion was continued by Professor Harris R. Greene, of Worcester; Superintendent B. F. Tweed, of Charlestown; and Messrs. Hill, of Chelsea, and Collar, of Boston. At half past twelve the association adjourned until two o'clock.

Afternoon session.—After the appointment of several committees, Professor A. B. Miller, of Pittsfield, introduced a paper on the "Proper length of the school day." He began by making the rather startling proposition, that when pupils have breathde over the air in the school-room three times it was time to close the session. The speaker devoted a large portion of his essay to the evil effects upon children of a defective system of ventilation, proving by mathematical demonstration that the average school-room is illy-fitted for the healthy accommodation of a large number of scholars. The capacity of a child's mind for protracted effort was also considered as an argument against long sessions. In summing up his position, Professor Miller said that, in his opinion, three hours a day are enough to confine young children in school—or, at most, four hours—divided into two sessions of two hours each. For older pupils five hours might be considered the proper limit.

Mr. D. B. Hagar followed on the necessity of proper ventilation, giving a scientific explanation of the reasons why a school-room should be ventilated at the top instead of near the floor. He also opposed the time-honored custom of securing a change of air by opening the windows at recess, contending that the practice is dangerous to the health of pupils, especially in cold weather. In regard to the length of school hours Mr. Hagar argued that, given a suitable room and a teacher that could keep small children happily and profitably employed, they might as well be in school as anywhere else. The discussion was continued, mainly as to different modes of ventilation, by Dr. Miller and Rev. Mr. Stebbins, of Springfield.

The next paper was read by Superintendent Emerson, of Newton, on the "Limits of school education." After alluding to the importance of the educational work of the public schools, he urged, without favoring any particular curriculum, that no studies should be pursued in the schools merely for the sake of mental discipline, or as an ornamental branch of knowledge. Superintendent Hale, of Cambridge, Messrs. Hubbard, of Springfield, Bunker, of Boston, and Stetson, of Auburn, Maine, followed in brief discussions of the subject.

Evening session.—In the evening, Paul A. Chadbourne, LL.D., President of Williams College, delivered a lecture before an audience numbering over two hundred.

President Chadbourne said that all who sought to teach needed a broad common sense. The intricate workings of theories of education should have a wider scope than the narrow world of the school-room. The character of the teacher is of importance as a molding as well as a moral power. There should be no misjudgments arising from peculiar physical states; all effects of ill states of health must be "discounted," and the instructor must go to his work with a perfect equilibrium of spirit.

In dealing with material things success often depends on a narrowness of education which makes an expert, but that power needed for the development of human character is far different from what is wanted in the mastery of a specialty. When we speak of an educated teacher we must mean something broader than an education for any business. The teacher must grow faster in the knowledge of the world than any other, and should be measured by his power to do *all things*.

If the teacher is to take so fully, as under the present system, the place of the parent, he should have more pay for his work. Still the profession is above pay. The teacher may refuse to accept the conditions of labor offered him, but once entered on the work, to slight it because of little salary is a heavy sin.

The speaker dwelt at some length upon the idea that the profession tended too much to draw its members from the average society of life, and lead them to give too much importance to things simply because they were important, dangers growing with each year of experience. The teacher must have a common-sense knowledge of the world of men, as well as the world of books; he is to fit the pupil for the active, busy world. With this acquaintance with life as it is in parlor, street, and mart, and an earnest zeal, he comes into the clear light of a perfect work.

The lecture was a brief one, occupying less than an hour, and at its close the association adjourned until morning.

Saturday forenoon.—The discussions of the day were opened by J. G. Scott, of Westfield, who read a paper on "What shall be included in the study of English grammar?" The word grammar, said the speaker, originally included every thing pertaining to language, but has been narrowed in signification until it now embraces only a knowledge of the construction of propositions in a language.

Mr. Stebbins, of Springfield, Mr. Tweed, of Charlestown, and Professor Harris Greene, of Worcester, discussed the subject at some length.

Mr. Dickinson, principal of the normal school at Westfield, read a paper on the same subject, which gave rise to further discussion, participated in by President Hammond, T. H. Kimpton, of Chicopee, and some of the previous speakers.

The question was then laid upon the table, and the next topic of discussion, "The proper use of text-books," was introduced by L. F. Warren, of West Newton. The speaker contended that the use of text-books was, in most cases, especially in the lower grades of schools, unnecessary and unprofitable. In history, no books except a blank-book, in which should be written the topics prepared by the teacher, were needed, and in arithmetic none except those containing simple examples and tables. The teacher should supply the rest.

Remarks followed from S. H. Kimpton, of Chicopee; John P. Payson, of Chelsea; Superintendent Hale, of Cambridge; the president; and Messrs. Dunton, principal of the Boston normal school, and Stetson, of Auburn, Maine.

The meeting of the association was hardly a success in point of numbers. The intense cold weather, the snow-blockade, and the Christmas holidays, all combined to prevent out-of-town teachers from attending to any great extent. The discussions, however, were very interesting for the most part, and conducted with spirit and courtesy.

Two or three unimportant amendments to the constitution were proposed for action next year. The treasurer's report for the last year showed receipts to the amount of $3,643.73, expenses $3,748.89, leaving a balance of $105.16 due the treasurer. A letter from Rev. J. P. Coles, of Ipswich, one of the original members of the association, containing words of greeting to the teachers assembled, was read by the president. Officers elected: President, A. G. Boyden, of Bridgewater; corresponding secretary, E. Bently Young, of Boston.

HIGH AND CLASSICAL SCHOOL TEACHERS' ASSOCIATION.

The annual meeting of the Massachusetts High and Classical School Teachers' Association was held in Boston, April 1 and 2, 1872. President, W. C. Collar.

The first topic discussed was "Book-keeping and commercial arithmetic." Mr. Anderson, of Boston, thought too much time was given to teaching the logic of the matter and not enough to practice, and that the time spent on Colburn's Arithmetic was wasted. Mr. Woolson, of the English high school, Boston, agreed that arithmetic should be taught as an art rather than as a science; at least taught first, and the science later. Mr. Hogan, principal of the normal school at Salem, thought that there was too much mental arithmetic in primary schools; but children should not reach the age of eleven before being called on to give reasons for arithmetical operations.

Mr. A. C. Perkins, of the Lawrence high school, read a paper on "History in high schools." This paper advocated the acquisition of a good deal of knowledge of one period and one nation rather than the gaining a slight acquaintance with many nations in every period. Thoroughness in one thing brings one into sympathy with all thorough men; and a habit of investigation gives one aptness that will apply to all pursuits. Mr. Howe, of Jamaica Plain; Mr. Anderson, of Boston; Mr. Williston, of Cambridge, and others, discussed this paper at considerable length, with a general agreement in its main features.

Mr. Charles Hammond, of Monson, presented a paper upon the "Utility of grammar, in its relations to higher education," which was a clear, historical view of grammar and of philological study. In the discussion of this very able paper, Professor Crosby, of Salem, gave some account of his own early training in grammar, which came the first thing after the spelling-book. He said that the old-fashioned method of parsing, by looking out words in the dictionary, led to a book called "Leavitt's method of finding out the parts of speech a word is when it is set down in the dictionary as being in several parts." But seriously, when properly taught, he thought no study so well adapted to cultivate discipline and develop the mind. Professor Atkinson thought the same course in grammar was not good for practical men and for learned men; it is generally introduced too early, and is spoiled in its usefulness by endeavoring to reduce it to the comprehension of small minds.

Mr. W. C. Collar, of Boston, read a paper on the question, "Should Greek be required for admission to college?" Quite an animated discussion followed the reading of this paper, in which Professor Goodwin, of Cambridge; Professor Crosby, of Salem; and Professor Atkinson, of Boston, participated, and which was closed by President Eliot, of Harvard College, who said that whatever colleges require, the schools set themselves to teach; therefore college requisites determine the organization of our schools. "What is the character of secondary education?" is a question of importance to professional schools as well as colleges. The secondary schools should train men for the professional schools as well as for colleges. For these, Latin, French, and German are necessary.

On Tuesday the first paper read was on "The pronunciation of Latin," by Mr. S. Thurber, of Hyde Park, which was discussed by Mr. Hammond, of Monson, who ventured the assertion that the English language is to be the predominating language of the world, and we are under no obligation to say that the ancient sounds must rule. Good usage is not a constant quantity; and language were useless if it did not change.

We are taught Latin pronunciation by Germany now; by and by we shall be the teachers. Mr. Williston, of Cambridge; Mr. Daniels, of Boston; and Mr. Hills, of Lynn, continued the discussion.

A paper was read by Mrs. A. G. Woolson, of Boston, on the "Departmental system of instruction," by which she explained that she meant any of the variations in the system which assigns to each teacher one or more special topics to be taught. This paper called out Mr. Stebbins, of Springfield, who thought the departmental system impracticable in the great majority of high schools. If teachers can teach many branches they are less likely to exercise a distorting influence upon pupils.

Mr. Philbrick, of Boston, claimed that Boston is perfectly unparalleled in the variety of her high schools; the line of progress is by separation rather than by combination.

Mrs. Woolson thought that the subdivision which excludes girls is carried too far. Girls ought to have an opportunity to fit for college, if they wish to. Besides, if they desire positions as assistants in high schools, Boston can not fit them for it. Professor Charles D. Morris, of Peekskill, New York, read a paper on "The crude form system," as applied to the "ancient languages," for which a unanimous vote of thanks was tendered him.

Officers elected: President, W. C. Collar, of Boston; vice-presidents, C. Hammond, M. C. Stebbins, A. C. Perkins, and E. Smith. Recording secretary, W. F. Bradbury, of Cambridge. Corresponding secretary, N. E. Willis, of Boston.

REV. CHARLES BROOKS.—OBITUARY.

Among the eminent persons who have died during the year, whose public services in promoting education have been long continued, earnest, and valuable, the name of Rev. Charles Brooks is prominent.

Mr. Brooks was born October 30, 1795, in Medford, Massachusetts, where he spent the last years of his life, and where he died July 7, 1872, aged 76 years, 8 months, and 7 days. He entered Harvard College in 1812, and was graduated, delivering a poem in Latin, in 1816. He pursued his professional studies in the theological school of Harvard College, terminating them in 1819, and soon entered the ministry at Hingham, Massachusetts.

Mr. Brooks first introduced the use of anthracite coal in Hingham, and was the first to suggest the establishment of a savings-bank in the town. He was president of a peace society, vice-president of the American Colonization Society, and an ardent friend of the temperance cause.

Mr. Brooks was, as is well known, an early and earnest advocate of popular education. As a member of the school committee of his town, and as one of the trustees of Derby Academy, he manifested a strong desire to do all that could be done to elevate the standard of education and extend the usefulness of our institutions of learning.

In November, 1833, he went to Europe, remaining nearly a year. He visited England, Scotland, Ireland, France, Switzerland, and Italy. He was fortunate in making the acquaintance of many distinguished persons in Europe, among them, Rogers, Campbell, Wordsworth, Jeffrey, Cousin, Arago, Schlegel, Mrs. Hemans, Miss Martineau, and many others of note.

It was during this visit to Europe he became interested in the Prussian system of education. His room-mate, on the home passage, was Dr. Julius, of Hamburg, who was sent to this country by the King of Prussia, to collect information respecting our prisons, hospitals, and schools, so that Mr. Brooks, in a passage of 41 days, learned much about the Prussian system, and he lost no opportunity of enlarging his information by European correspondence. He addressed his people on the subject of normal schools on Thanksgiving day, 1835. From that day forward he lectured before conventions, on every opportunity, to advance the cause into which he had entered with so much enthusiasm.

"He lectured in nearly one hundred different towns and cities; in every place where he was invited. By invitation of the legislatures of Massachusetts, New Hampshire, Vermont, Rhode Island, Connecticut, New Jersey, and Pennsylvania, he delivered to crowded assemblies in each two or three lectures, besides speaking in most of the capitals between Boston and Washington." The establishment of the board of education and normal schools in Massachusetts was greatly due to his labors.

A distinguished educator, who is entirely competent to judge in this matter, states that Mr. Brooks, "for his long, disinterested, and unpaid labors in the cause of education, especially for his efforts to secure the establishment of normal schools and a board of education, is entitled to be considered, more than any other individual, what he has been called, the 'Father of Normal Schools.'"

He was most influential in establishing the normal school at Bridgewater. It was in 1838 that the celebrated meeting of the "Plymouth County association for the improvement of common schools" was held at Hanover, where brilliant speeches were made by Horace Mann, Robert Rantoul, George Putnam, John Quincy Adams, and Daniel Webster.

A powerful impression was made upon the public mind. It was on this occasion that Mr. Adams, after speaking of what monarchs had done to establish normal schools through their realms, exclaimed, "Shall we be outdone by kings?" and closed a very eloquent speech amid the acclamations of the assembly. Mr. Webster spoke, also, with his accustomed simplicity, directness, and power. "If," said he, "I had as many sons as old Priam, I would send them all to public schools."

Mr. Brooks was present at this meeting, took the lead in the measures proposed, and much deference was shown him.

In 1838 he was elected professor of natural history in the university of the city of New York. This he accepted, with the concurrence of his parish, which adopted resolutions on the dissolution of his connection, expressive of gratitude for his past labors and hearty wishes for his future success. His pastorate ceased January 1, 1839.

In November, 1839, he departed for Europe, where he remained upward of four years, and attended lectures on natural history in Paris, Versailles, Rome, Naples, and Geneva. He devoted his time to scientific studies, and collected such information as he deemed of importance to him in the professorship. On his return to this country, however, a failure of sight compelled him to resign that office. He retired to private life in Boston, and devoted his time and talents to the promotion of science, literature, and various philanthropic objects. He was always busy, and always seeking to do some good work. It is largely owing to his efforts that the society for the relief of aged and destitute clergymen was founded, and put in successful operation, still continuing in its good work. He was greatly interested in, and was an efficient officer of, the Sunday-school society.

He was elected a member of the Massachusetts Historical Society, the State Historical Society of Wisconsin, and the Chicago Historical Society. He was also a member of the Boston Society of Natural History, and of many other scientific and philanthropic societies. He was for nearly forty years a member of the school committee in the places of his residence.

Many of his sermons, essays, and tracts were published; he also contributed frequently to the periodical press. He was the author of a prayer-book, and of the Daily Monitor, an octavo volume of three hundred and sixty-five sections, intended for use in connection with his prayer-book. He published also a volume on ornithology, and a good history of the town of Medford.

He passed the last years of his life in the old homestead at Medford, and died there, respected and beloved by the community.

WILLIAM SEAVER.—OBITUARY.

William Seaver was born in Northborough, Massachusetts, May 4, 1791. After thoroughly acquiring all the education furnished by the schools of his native town, which, even at that time, were excellent, he spent one year at Leicester Academy, and then, at the age of nineteen, commenced his professional life as a teacher. He taught twenty-eight years in Quincy, four in Cambridge, and about fifteen in his native town, making, in all, nearly fifty years of teaching. He was accounted, everywhere, a good disciplinarian and a competent and successful teacher, and was proud in his old age of showing the tokens of regard received from his former pupils.

He was present at the first meeting of the American Institute of Instruction in 1830, as well as many subsequent ones; but regarding himself as a "country teacher," and, withal, not given to speech-making or debate, he seems never to have taken a very active part in its proceedings, though always an attentive listener. He spent the evening of his life in agricultural pursuits on his own farm in Northborough, and died February 19, 1872, in the eighty-first year of his age.

ALBERT HOPKINS.—OBITUARY.

Albert Hopkins, A. M., LL. D., memorial professor of astronomy in Williams College, died May 25, 1872. He was born at Stockbridge, July 14, 1807; graduated at Williams College, 1826; elected tutor in the same, 1828; professor of mathematics and natural philosophy, 1829; natural philosophy and astronomy, 1838; memorial astronomy, 1869.

Professor Hopkins was one of the first in this country to apprehend the value of object-teaching. This led him, with Dr. Emmons, to originate those scientific expeditions which have been continued, at intervals, since 1832; to visit Europe in 1834, and purchase apparatus for the college, though he was without means, except his salary of $700, and went chiefly at his own expense; to commence, in 1835, the first astronomical observatory in the country, and build it mainly himself, having solicited funds in Boston and elsewhere without success. He was active in promoting the study of natural history in all its branches; had fine taste and great interest in every thing connected with natural scenery; and these he sought to foster among the students. But for him the college grounds would not have been enlarged and beautified as they have been. As a teacher and lecturer Professor Hopkins was interesting and successful, but his

great power lay in his moral and religious influence. This arose from the steady, even supremacy in him of the spiritual nature, from his manifest unselfishness, and the evident reality of his communion with God. For nearly forty years he was seldom absent from the noon prayer-meeting, which he established in 1832, and for a large part of that period he sustained a weekly religious meeting at his own house.

He was quiet and courteous in his bearing, and interested himself in all classes of people, especially in the poor. His philanthropy was thoroughly Christian and democratic. There was also an element of poetry and romance in his composition, which added much to the pleasure of personal intercourse, and gave him a powerful hold of some persons, especially the young.

His presence was always an element of peace; no cause of disorder or of discipline among students ever originated from their relation to him.

CALVIN CUTTER.—OBITUARY.

Calvin Cutter, M. D., died in Warren, Massachusetts, June 20, 1872. He was born in Jaffrey, New Hampshire, May 1, 1807, and until his majority lived with his parents, under the shadow of Monadnock. His early advantages for education were limited; but such books as he could obtain in that sparse settlement were read at night by the light of the pine-knot, or secretly taken to the field to be read behind a fallen tree during his noonday rest. In 1829 he began to study medicine; attended lectures at Bowdoin and Harvard, graduating M. D. at Dartmouth; afterward studied privately with Valentine Mott, of New York, and George B. McClellan, of Philadelphia. From 1834 to 1841 he was a successful practitioner of medicine and surgery. In the late war he rendered efficient service as regimental and brigade surgeon, and surgeon-in-chief of the Ninth Corps.

But his special life-work was in the line of popular education. While a student of medicine, a youth died of hemorrhage, because his fellow-laborers on the farm did not know how to compress the severed artery till a surgeon could be obtained. This suggested the idea of educating the people in minor surgery and the laws of health; and to this work his life was devoted. In 1842 he commenced lecturing in anatomy, physiology, and hygiene, with the aid of manikins and other apparatus, before popular audiences, teachers' institutes, schools, and colleges. This he continued for fifteen years, visiting twenty-nine States, lecturing daily, and directing two or three students in similar labors. In 1847 he wrote, and in 1870 rewrote, the pioneer text-book in that department, his well-known and widely-used "Anatomy, physiology, and hygiene."

SYLVANUS THAYER.—OBITUARY.

General Sylvanus Thayer, LL. D., died at his residence in South Braintree, Massachusetts, September 7, 1872, in the eighty-eighth year of his age. General Thayer was born in Braintree, Massachusetts, June 19, 1785. He graduated with the highest honors, at Dartmouth College, in 1807. The same year he entered the United States Military Academy at West Point, from which, owing to his previous acquirements, he graduated in 1808. He at once received the appointment of second lieutenant in the Corps of Engineers, and was engaged for several years in planning, constructing, and inspecting important military works.

In the war of 1812 he was chief engineer of the Northern army, under General Dearborn. For distinguished and meritorious services he was raised to the rank of brevet major. After the war he spent two years in studying military affairs in Europe. From 1817 to 1833 he was superintendent of the Military Academy at West Point, where he rendered most efficient services. Under him the academy was completely re-organized, and its present efficiency is in a great degree due to his efforts. After resigning his position at New York he was for many years engaged in directing works of defense and harbor improvements—particularly on the coast of Massachusetts. In 1863 he was placed on the retired list, having been at that time "more than forty-five years in service." At the time of his death he held the rank of brevet brigadier-general. By a gift of $70,000 he founded the Thayer School of Civil Engineering of Dartmouth College. He also gave large sums for the establishment of an academy and library in Braintree.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Massachusetts was the seventh State in population, having 1,457,351 inhabitants within an area of 7,800 square miles—an average of 186.84 persons to the square mile. This population consisted of 1,443,156 whites, 13,947 colored, 97 Chinese, and 151 Indians. Of these, 1,104,032 were natives of the United States and 353,319 foreign-born. Of the native residents of the State 896,372 whites, 6,819 colored, and 106 Indians were born within its borders, while of the foreign residents 130,702 were born in Germany, 34,099 in England, and 216,120 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 287,405 persons

attended school, and of these 17,086 were foreign-born. The white male scholars numbered 143,779, and the white female scholars 141,755, (an aggregate of 285,534 whites.) The colored pupils numbered 1,848, of whom 941 were males and 907 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 97,742, of whom 89,830 were foreign-born.

Age, sex, and race of illiterates.—Of the 95,576 white illiterates, 4,359 were from 10 to 15 years of age, and of these, 2,215 were males and 2,144 females; 7,407 were from 15 to 21 years old, of whom 3,013 were males and 4,394 females; 83,810 were 21 years old and over, of whom 30,920 were males and 52,890 females. Of the 2,148 colored illiterates, 59 were from 10 to 15 years old, of whom 29 were males and 30 females; 223 were from 15 to 21 years old, of whom 76 were males and 147 females; 1,866 were 21 years old and over, of whom 822 were males and 1,044 females. Eight male and 8 female Indian illiterates were also reported, with 2 male Chinese illiterates.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 5,726, having 7,561 teachers, of whom 1,428 were males and 6,133 females, to educate 269,337 pupils, of whom 134,777 were males and 134,560 females.

Amount and source of educational income.—The total income of all the educational institutions was $4,817,939, of which $383,146 were derived from endowment, $3,183,794 from taxation and public funds, and $1,250,999 from tuition and other sources.

Public schools.—The 5,160 public schools, with their 6,140 teachers, of whom 753 were males and 5,387 females, were attended by 242,145 pupils, of whom 121,572 were males and 120,573 females. To educate these they possessed a total income of $3,207,826, of which $27,315 were derived from endowment, $3,069,085 from taxation and public funds, and $111,426 from tuition and other sources.

Colleges.—The 6 colleges, with their 137 male teachers, were attended by 1,290 male students. To educate these they possessed a total income of $408,126, of which $231,065 were derived from endowment and $177,061 from tuition and other sources.

Academies.—The 50 academies, with 183 teachers—83 male and 100 female—had an attendance of 3,543 pupils, 1,754 male and 1,789 female, for the education of whom they possessed a total income of $285,325, of which $28,776 were derived from endowment, $4,544 from taxation and public funds, and $252,015 from tuition and other sources.

Private schools.—The 468 day and boarding schools had 783 teachers, of whom 255 were males and 528 females. They were attended by 13,315 pupils, 6,711 of whom were males and 6,604 females. These schools possessed an income of $533,690, derived from tuition and other sources.

Libraries.—There were 1,544 public libraries, containing 2,010,609 volumes; also 1,625 private libraries, having 1,007,204 volumes—a total of 3,169 libraries, containing 3,017,813 volumes.

The press.—The 259 periodicals issued had an aggregate circulation of 1,692,124 copies, with an aggregate annual issue of 129,691,266 copies.

Churches.—Of the 1,848 church organizations, 1,764 had edifices with 882,317 sittings, and the church property was valued at $24,488,285.

Pauperism.—Of the 5,777 paupers, 5,323 were native whites, 73 native colored, and 381 foreigners.

Crime.—Of 2,526 persons imprisoned June 1, 1870, 1,152 were native whites, 139 native colored, and 1,235 foreigners; 1,593 persons were convicted during the year.

Age and sex of population.—Of the total population, 371,820 persons were from 5 to 18 years old—184,640 males and 187,180 females; 1,160,666 were 10 years old and upward, and of these 554,886 were males and 605,780 females.

Occupations.—Five hundred and seventy-nine thousand eight hundred and forty-four persons of these ages were engaged in various occupations, of whom 451,543 were males and 128,301 females; 72,810 were engaged in agricultural pursuits, of whom 72,756 were males and 54 females; 131,291 in personal and professional services, of whom 75,917 were males and 55,374 females; 83,078 in trade and transportation, of whom 81,077 were males and 2,001 females; 292,665 in manufactures and mining and mechanical industries, of whom 221,793 were males and 70,872 females.

Age and sex of working population.—Of these 579,844 employed persons, 18,479 were from 10 to 15 years old, of whom 12,180 were males and 16,299 females; 528,889 were from 16 to 59 years old, of whom 409,180 were males and 119,709 females; 32,476 were 60 years old and over, of whom 30,183 were males and 2,293 females.

MICHIGAN.

[From report of Hon. Oramel Hosford, superintendent of public instruction, for the year 1871.]

SCHOOL FUND.

The past fiscal year, by a change in the time of making the annual reports of the State finances, embraces but ten months.

On hand at commencement of the year	$437,939 23
Two-mill tax	409,541 20
Primary school fund	182,922 25
Tuition of non-resident scholars	26,047 40
District taxes to pay teachers	1,157,549 43
Other district taxes	591,858 46
Tax on dogs	25,608 46
From all other sources	499,506 05
Total	3,330,972 48
Total receipts for 1870	3,151,763 78
Increase for 1871	179,208 70
Cost of administration for 1870	3,259,843 24
Cost of administration for 1871	3,356,635 28
Increase in cost of administration	96,792 04
Total interest from all educational funds, including primary school, university, normal school, and agricultural college, for 1872	245,009 11
Total appropriations by legislature for 1871 and 1872	344,200 00

The cost of tuition for each child in the State at large was an average of 56 cents per month; for each child in the districts was 58 cents per month, an increase of 10 cents.

SCHOOL ATTENDANCE.

Number of children in the State between 5 and 20 years of age	394,195
Number of children subject to the law compelling attendance at school between 8 and 14 years of age	175,092
Number of children reported attending school	292,476
Estimated number unreported	14,729
Total	307,205
Increase in attendance over 1870	8,000
Attendance in proportion to whole number of children, 1871	76½
Attendance in proportion to whole number of children, 1870	72½
Number of graded schools reported	266
Number of districts which had no school	62
Number with no school less than last year	11

BRANCHES OF STUDY.

Number of districts in which spelling is taught	5,174
Number of districts in which reading is taught	5,175
Number of districts in which writing is taught	5,131
Number of districts in which arithmetic is taught	5,072
Number of districts in which mental arithmetic is taught	4,995
Number of districts in which geography is taught	4,888
Number of districts in which grammar is taught	4,616
Number of districts in which algebra is taught	1,195
Number of districts in which book-keeping is taught	572
Number of districts in which geometry is taught	187
Number of districts in which natural philosophy is taught	464
Number of districts in which physiology is taught	367
Number of districts in which chemistry is taught	103

TEACHERS AND THEIR SALARIES.

Number of teachers, male	2,971
Number of teachers, female	8,303
Total	11,274

Average pay per month, males	$49 92
Average pay per month, females	$27 21
Average number of months school	7

SCHOOL LAWS.

During the year several amendments have been made to the school laws, principally to provide more effectually for raising the school-tax, and to facilitate operations in the district boards.

TEACHERS' INSTITUTES AND ASSOCIATIONS.

The spring and autumn series of teachers' institutes were held at 16 different towns, with an attendance of 1,432. From their number it was impossible to appoint all the autumn institutes at the most favorable times, and the attendance was not as large as it would have been otherwise. The county superintendents continue to hold their institutes, several having connected with them classes which they teach from four to six weeks. The testimony to the practical value of these institutes is universal. So great is their effect in enlarging the teachers' views of their own work, and opening the eyes of those who have had few advantages to their deficiencies, that several have left the school-room as teachers to enter another as pupils.

Teachers' associations have been held with advantage in several of the counties.

COUNTY SUPERINTENDENTS.

The unprecedented success of the schools during the year is greatly owing to the efforts of the county superintendents, especially to their endeavors in advancing the scholarship of teachers. Six thousand six hundred and twenty-one visits have been made by the superintendents, and 14,385 by directors.

THE KINDERGARTEN.

At Detroit is a kindergarten school, conducted on Frœbel's system. Another at Lansing is formed on the same general plan, but the training is somewhat varied to suit the necessities of the children. So far the experiment has proved a complete success.

STATE UNIVERSITY.

The present prosperous condition of the university is most gratifying. A grant of $75,000 having been made by the legislature for the erection of an edifice to be called "University Hall," the corner-stone was laid in June. The building is now completed, furnishing a commodious audience-room and recitation-rooms. During the year all the departments were opened to female students, and 34 were registered. No discrimination was made except in the medical department, where the ladies formed a separate class, receiving the same course of lectures as the male students. Ladies who applied were fully prepared to enter whatever classes they wished, and at once took a position among the best of the class. One has already graduated in law, one in medicine, and two in pharmacy. There is every reason to believe that the action of the university, with regard to co-education, will be attended with satisfactory results.

Closer relations have been established between the university and the State high schools, and thus with the State system of education.

The whole number of diplomas conferred during the year is 302. The total receipts for the year were $104,096.44; total expenditures, $79,447.36.

The library has been enriched by the addition of the large private library belonging to the late Professor Rau, of Heidelberg, presented by Philo Parsons, esq., of Detroit.

J. B. Steere, a graduate of the literary and law departments of the university, has forwarded a valuable collection of zoölogical and geological specimens from Brazil. Botanical and archæological specimens have also been added to the museum.

AGRICULTURAL COLLEGE.

An appropriation was made by the last legislature for building a laboratory. This is now completed, with accommodations for students in analytical, elementary, and higher chemistry. Additional buildings have been erected for the farm, and facilities for testing the worth of the science of agriculture, as applied to actual field-work, have been increased. It is believed that the college will at no distant day be rendered self-supporting by the income derived from sales of land.

ALBION COLLEGE.

The financial condition of this college has greatly improved. The buildings and grounds have been put in better order, and an endowment of not less than $110,000 has been secured.

KALAMAZOO COLLEGE.

No special changes have occurred in this college during the year. The endowment fund is $70,000.

HILLSDALE COLLEGE.

The general condition of this college is satisfactory. A larger number of students has been in attendance than for several years past. The present endowment is about $70,000. At the last meeting of the board of trustees, Rev. D. M. Graham was appointed president.

ADRIAN COLLEGE.

Three years ago the south hall, occupied by ladies, was burned, and the college has not entirely recovered from the blow. It has, however, been attended with marked success during the year. In addition to the classical and scientific course, a department of theology and biblical literature has been organized.

OLIVET COLLEGE.

The number of students attending this college has been larger than in previous years. Canvassing for an additional endowment fund is to be vigorously prosecuted, conditional pledges to the amount of $20,000 having already been made.

STATE NORMAL SCHOOL.

Steps have been taken to separate the academic work from the more strictly professional training of the school by reorganizing the model school, and making its high-school department a regular academic or high school; and, in order to afford the normal scholars additional facilities for observation and practice, an arrangement has been made with the Ypsilanti school board, by which their union school is used for these purposes.

STATE REFORM SCHOOL.

Though the past year has been, on the whole, a prosperous one, the necessity of separating boys committed for slight offenses from those who are depraved and incorrigible, becomes more and more pressing.

Lack of work has seriously affected the income of the school; and on this account a number of the boys were employed in cutting wood for a portion of the year. During the summer, and at the present time, the boys have been occupied in the shops, farm, &c., without loss of time. The band continues to fill a very essential place in the school work, the concerts being sufficiently remunerative to furnish means for additions to the boys' library and to make a beginning of an art gallery and museum.

MICHIGAN STATE TEACHERS' ASSOCIATION.

This association met in Detroit, December 27–29, 1871, with a good attendance; Duane Doty, president. Addresses were given by A. A. Griffith, of Ypsilanti, on "Practical elocution;" by J. M. Wellington, on "The teacher's ideal."

An essay upon "Our work" was read by Miss D. E. Henry, of Grand Rapids. H. D. Harrower read a paper upon "Our union schools;" D. C. Scoville read an elaborate essay upon "The manhood of strength and gentleness;" William B. Sibler gave an address upon "Education inseparable from civilization." The officers elected were: president, J. F. Nichols; recording secretary, Miss M. Rose; corresponding secretary, Miss E. F. Thompson.

MICHIGAN ASSOCIATION OF COUNTY SUPERINTENDENTS.

The tenth semi-annual meeting of this association was held in Port Huron, February 20 and 21, 1872. The first session was occupied with reports from the counties, and in the evening a public address was given by Superintendent Duane Doty, of Detroit.

A variety of subjects appropriate to the work of the superintendents was discussed. Officers elected: president, Superintendent Botsford; secretaries, Messrs. Willard, of Monroe, and Curtis, of Isabella. The next meeting was fixed for the 10th of September, at Lansing.

ALLEN J. CURTIS.—OBITUARY.

Allen J. Curtis, A. M., formerly instructor in Kalamazoo College, and more recently assistant professor of rhetoric and English literature in the State university, died of consumption, at Shelby, Macomb County, December 28, 1871. He was graduated at Kalamazoo College, 1860; pursued post-graduate studies at the university; was obliged to resign his professorship in 1866 on account of failing health. He was only 33 years old, but had already accomplished much in literature and education.

HENRY W. THOMPSON.—OBITUARY.

Henry W. Thompson, principal of the Union school in Cambria, Hillsdale County, died at that place of quick consumption, January 7, 1872. The Michigan Teacher says: "We know nothing of his professional characteristics or career; but his life derived peculiar interest from the fact that he had been rescued from the 'little wanderers' in the streets of New York and brought to the West by the Howard Mission."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Michigan was the thirteenth State in population, having 1,184,059 inhabitants within an area of 56,451 square miles, an average of 20.97 persons to the square mile. This population consisted of 1,167,282 whites, 11,849 colored, 2 Chinese, and 4,926 Indians. Of these 916,049 were natives of the United States, and 268,010 were foreign-born. Of the native residents of the State, 498,746 whites, 3,860 colored, and 4,662 Indians were born within its borders, while of the foreign residents, 64,143 were born in Germany, 35,051 in England, and 42,013 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 264,217 persons attended school, and of these 24,352 were foreign born. The white male scholars numbered 136,607, and the white female scholars 125,754, (an aggregate of 262,361 whites.) The colored pupils numbered 1,483, of whom 769 were males and 714 females; 207 male and 166 female Indians are also reported as attending school.

Illiteracy.—The number of inhabitants, of all races, 10 years old and over, unable to write, was 53,127, of whom 30,580 were foreign-born.

Age, sex, and race of illiterates.—Of the 48,649 white illiterates 8,022 were from 10 to 15 years of age, and of these 4,728 were males and 3,294 females; 5,098 were from 15 to 21 years old, of whom 2,973 were males and 2,125 females; 35,529 were 21 years old and over, of whom 17,543 were males and 17,986 females. Of the 2,655 colored illiterates 369 were from 10 to 15 years old, of whom 170 were males and 199 females; 330 were from 15 to 21 years old, of whom 169 were males and 161 females; 1,956 were 21 years old and over, of whom 1,015 were males and 941 females; 791 males and 1,032 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 5,595, having 9,559 teachers, of whom 2,999 were males and 6,560 females, to educate their 266,627 pupils, of whom 128,949 were males and 137,678 females.

Amount and source of educational income.—The total income of all the educational institutions was $2,550,018, of which $81,775 were derived from endowment, $2,097,122 from taxation and public funds, and $371,121 from tuition and other sources.

Public schools.—The 5,414 public schools, with their 8,977 teachers, of whom 2,796 were males and 6,181 females, were attended by 254,828 pupils, of whom 123,984 were males and 130,844 females. To educate these they possessed a total income of $2,164,489, of which $2,019,622 were derived from taxation and public funds and $144,867 from tuition and other sources.

Colleges.—The 9 colleges, with their 88 teachers, (66 males and 22 females,) were attended by 1,704 students, of whom 1,122 were males and 582 females. To educate these they possessed a total income of $98,905, of which $55,442 were derived from endowment, $6,464 from taxation and public funds, and $36,999 from tuition and other sources.

Academies.—The 3 academies, with their 13 teachers, (4 male and 9 female,) were attended by 195 pupils, of whom 45 were males and 140 females. They possessed an income of $9,722, derived from tuition and other sources.

Private schools.—The 119 day and boarding schools had 218 teachers, of whom 58 were males and 160 females. They were attended by 4,577 pupils, 1,737 of whom were males and 2,840 females. These schools possessed a total income of $75,445, of which $1,000 were derived from endowment and $74,445 from tuition and other sources.

Libraries.—There were 3,002 public libraries, containing 578,631 volumes; also 23,761 private libraries, having 1,596,113 volumes—making a total of 26,763 libraries, containing 2,174,744 volumes.

The press.—The 211 periodicals issued had an aggregate circulation of 253,774 copies, with an aggregate annual issue of 19,686,978.

Churches.—Of the 2,239 church organizations 1,415 had edifices with 456,226 sittings, and the church property was valued at $9,133,816.

Pauperism.—Of the 2,042 paupers 768 were native whites, 85 native colored, and 1,189 foreigners.

Crime.—Of 1,095 persons imprisoned June 1, 1870, 617 were native whites, 62 native colored, and 416 foreigners. Eight hundred and thirty-five persons were convicted during the year.

Age and sex of population.—Of the total population, 358,530 persons were from 5 to 18 years old—181,806 males and 176,724 females; 873,763 were 10 years old and upward, and of these 460,408 were males and 413,355 females.

Occupations.—Four hundred and four thousand one hundred and sixty-four persons of these ages were engaged in various occupations, of whom 346,717 were males and 57,447 females; 187,211 were engaged in agricultural pursuits, of whom 187,036 were males and 175 females; 104,728 in personal and professional services, of whom 52,754 were males and 51,974 females; 29,588 in trade and transportation, of whom 29,493 were males and 95 females; 82,637 in manufactures and mechanical and mining industries, of whom 77,434 were males and 5,203 females.

Age and sex of working population.—Of these 404,164 employed persons 9,341 were from 10 to 15 years old, of whom 7,045 were males and 2,296 females; 374,216 were from 16 to 59 years old, of whom 319,569 were males and 54,647 females; 20,607 were 60 years old and over, of whom 20,103 were males and 504 females.

SCHOOL OFFICIALS.

COUNTY SUPERINTENDENTS.

Counties.	Names.	Post-office address.
Allegan	E. S. Linsley	Allegan.
Antrim	Lewis M. Kanaay	Atwood.
Barry	Theodore B. Diamond	Prairieville.
Bay	Frederick 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.
Cheboygan	A. M. Gerow	Benton.
Clinton	E. Mudge	Maple Rapids.
Eaton	John Evans	Bellevue.
Genesee	Cornelius A. Gower	Fenton.
Grand Traverse	Elisha P. Ladd	Old Mission.
Gratiot	Dillis D. Hamilton	Pompeii.
Hillsdale	George H. Botsford	Hillsdale.
Houghton	Philander H. Hollister	Hancock.
Huron	C. B. Cottrell	Port Austin.
Ingham	Elmer North	Lansing.
Ionia	William B. Thomas	Ionia.
Isabella	Charles O. Curtis	Mount Pleasant.
Jackson	W. Irving Bennett	Jackson.
Kalamazoo	E. G. Hall	Kalamazoo.
Kent	Henry B. Fallas	Fallasburgh.
Keweenaw	R. C. Satterlee	Eagle River.
Lake	D. C. Warren	Chase.
Lapeer	J. H. Vincent	Lapeer.
Leelanaw	Salmon Steel	Northport.
Lenawee	Willard Stearns	Adrian.
Livingston	Peter Shields	Howell.
Macomb	Sidney H. Woodford	Mount Clemens.
Manistee	J. W. Allen	Manistee.
Marquette	Harlow Olcott	Marquette.
Mason	J. Edwin Smith	Ludington.
Mecosta	H. C. Peek	Big Rapids.
Midland	M. W. Ellsworth	Midland.
Monroe	Elam Willard	Monroe.
Montealm	Elijah H. Crowell	Greenville.
Muskegon	A. H. Bureh	Muskegon.
Newaygo	M. W. Scott	Newaygo.
Oakland	Johnson A. Corbin	Pontiac.
Oceana	A. A. Darling	Hart.
Osceola	Marcus H. Lafler	Hersey.
Ottawa	Charles S. Fassett	Spring Lake.
Saginaw	John S. Goodman	East Saginaw.
Sanilac	George A. Parker	Port Sanilac.
Shiawassee	Ezekiel J. Cook	Owasso.
Saint Clair	W. H. Little	Port Huron.
Saint Joseph	L. B. Antisdale	Nottawa.
Tuscola	M. M. Jarvis	Watrousville.
Van Buren	Henry J. Kellogg	Lawton.
Washtenaw	George S. Wheeler	Ann Arbor.
Wayne	Lester R. Brown	Rawsonville.
Wexford	E. J. Copley	Sherman.

MINNESOTA.

From report of Hon. H. B. Wilson, superintendent of public instruction, for the year ended September 30, 1871.]

SCHOOL FUND.

This fund is derived from the proceeds of the sale of school lands. The receipts are invested in State and national securities. Permits to cut timber on these lands are also sold at public sale.

Total amount invested	$827,606 25
Total amount in treasury	58,962 75
Total amount due on lands sold, and bearing 7 per cent. interest	1,657,507 12
Total amount of permanent school fund, November 30, 1871	2,544,076 12
Whole amount received from school fund, 1870	$289,480 09
Whole amount received from school fund, 1871	302,995 68
Increase	13,515 59
Amount apportioned from permament school fund, 1870	$176,806 35
Amount apportioned from permanent school fund, 1871	163,555 35
Decrease	13,251 00
Whole amount received from taxes voted by districts in 1870	$500,928 43
Whole amount received from taxes voted by districts in 1871	665,967 08
Increase	165,038 65
Whole amount expended for school purposes, 1870	$792,852 91
Whole amount expended for school purposes, 1871	1,011,656 73
Increase	218,803 82
Whole amount in district treasuries, September 30, 1871	$137,048 82
Orders or bonds unpaid at the close of the year	466,801 75

SCHOOL ATTENDANCE.

Whole number of children in the State between 5 and 21 years of age, 1870	155,767
Whole number of children in the State between 5 and 21 years of age, 1871	167,463
Increase for the year	11,696
Whole number of persons attending school in 1870	110,590
Whole number of persons attending school in 1871	113,983
Increase for the year	3,393
Per cent. of attendance in 1870	71
Per cent. of attendance in 1871	68
Whole number of winter schools, 1870	1,955
Whole number of winter schools, 1871	2,221
Increase for the year	266
Whole number of summer schools, 1870	2,155
Whole number of summer schools, 1871	2,164
Increase for the year	9

TEACHERS AND SALARIES.

Number of male teachers, 1870	1,336
Number of female teachers, 1870	2,775
Number of male teachers, 1871	1,482
Number of female teachers, 1871	2,903
Average wages per month for male teachers, 1870	$37 14
Average wages per month for female teachers, 1870	$23 36
Average wages of male teachers per month, 1871	$37 68
Average wages of female teachers per month, 1871	$25 51
Average number of months school per year	6.5

SCHOOL LAWS.

At the convention of county and city superintendents, it was recommended that the legislature authorize the superintendent of public instruction to divide the State into 5 institute districts, and provide a suitable instructor to hold 5 training schools for teachers in each, these schools to be in session not less than 4 weeks.

TEACHERS' INSTITUTES.

During the past year 19 institutes were held in the State, with an attendance of 1,289 teachers. Instruction in methods of teaching was given by able and experienced persons, both male and female, and the interest as manifested by the attendance was greater than in any preceding year.

TEACHERS' ASSOCIATION.

The State teachers' association held its eleventh annual meeting in Normal Hall, at Winona, August 29, 30, and 31. Though the attendance was not as large as in former years, the proceedings were most important. Among the addresses made was one by C. H. Berry, esq., calling attention to the fact that in 1851, when the territorial government was about three years old, there were in Minnesota but 13 school districts and four school-houses, and the whole appropriation by the State was $1,721.73; 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. He stated that this rapid growth was owing in great measure to the land appropriation, 363,100 acres of which have been sold, making an accumulated fund of $2,371,199.

The resolutions passed by the association evinced a spirit of progress in all educational matters.

COUNTY SUPERINTENDENTS.

In some localities objections are raised against this office, but they are such as by their very existence prove its usefulness. Though there are circumstances which in many cases make it impossible to secure men properly fitted for the position, yet the benefits to the school-system as shown by the improvement in teachers, school-buildings, &c., are incalculable. The report recommends that an adequate salary be affixed to this office by law.

CONVENTION OF COUNTY AND CITY SUPERINTENDENTS.

The convention of county and city superintendents held its annual meeting in the normal-school building at Winona the last week in August, and was in session two days. About half the counties in the State were represented. Many important questions concerning the educational interests of the city graded schools, as well as the common district schools, were discussed. It was recommended that examinations should be held as often as once a month in the public schools.

PRIVATE SCHOOLS.

There has been a considerable decrease in the number of these schools during the past year. The high schools connected with the graded school system do the work of preparing young men and women to enter classes in colleges and the State university, and render private schools in a measure unnecessary.

CARLTON COLLEGE.

This college is reported to be in a very flourishing condition. Their new building, erected within the year, is nearly ready for occupancy.

RED WING COLLEGIATE INSTITUTE.

This institution has a commodious building, costing about $25,000. It is open to both sexes, and is intended to take a position between the public schools and university, preparing pupils for the latter.

THE COLLEGE OF SAINT JOHN.

This college was organized last September, and has only the preparatory department in operation. The Roman Catholic bishop of the diocese is *ex-officio* president.

FIRST NORMAL SCHOOL.

This institution is in Winona. Its new building is not yet entirely finished or fitted for occupation. The cost as it now stands has been $134,162.63. The school has had under instruction in its normal department since 1864 more than 600 young men and women; 114 have graduated, nearly all of whom are now engaged in teaching. During the year 34 pupils have graduated. The increase of attendance for the year has been 25 per cent. In the institution are 70 orphans of fallen soldiers, provided for partly by the State and partly by individuals. The number of counties represented is 22. The cost of maintaining the school from September, 1870, to September, 1871, was $12,000. It has been only by the strictest economy that the expenses have been kept within this limit.

SECOND NORMAL SCHOOL.

The second normal school, at Mankato, has graduated 20 young men and women, all of whom are teaching in the public schools of the State. The number of counties represented the past year was 21. The average age of pupils training to become teachers is 19.7 years. Twenty-three pupils will graduate in June next. The educational advantages of nearly all the pupils have heretofore been very limited. In many cases, however, what is lacked in this respect is made up in earnestness and studious behavior. The current expenses for the year have been $7,993.02.

THIRD NORMAL SCHOOL.

This school is in Saint Cloud. The basement story of a permanent building for the school was completed summer before last, at an expense of $9,495.55. The old building has been crowded from the first, and there is call for three times the room now afforded. It has in two years had under instruction 115 normal students. It gradnated its first class last June, consisting of 15 young men and women; 13 of these are now teaching. The other 2 expect to begin work with the new year. A class of about 20 will graduate in June next. The current expenses for the year are $6,433.32. These schools are all greatly in need of an additional appropriation, and that at Mankato was obliged to incur a debt of $2,000 in its current expenses during the past year.

UNIVERSITY OF MINNESOTA.

The past year has been the first under the new or modified organization. The two courses offered in the Latin or preparatory school have been consolidated, Latin being made obligatory upon all who enter the school. The first three departments of the university—the department of elementary instruction, the college of science, literature, and the arts, and the college of agriculture and the mechanic arts—have been organized, and the first two are in operation. The third is organized in two divisions, that of agriculture and that of the mechanic arts. The latter will be in operation from the beginning of the academic year 1872–'73, the former as soon as the vacant professorship of agriculture can be filled. The other departments, a college of medicine and a college of law, will be put in operation as fast as the means of the university will permit. The number of transient and local scholars has much diminished, and the number of those intending to pursue a full course is largely increased.

BENEVOLENT INSTITUTIONS.

These are the State reform school, soldiers orphans' home, and institution for educating the deaf and dumb and blind. All have had a prosperous and successful year. Professor Noyes, principal of the last-named institution, reports the numbers in attendance: Deaf and dumb, 60; blind, 17; applications, 28. Besides these the census shows 55 deaf and dumb and blind children in the State of an age to attend school.

PROFESSOR WILLIAM O. HISKEY.—OBITUARY.

Professor William O. Hiskey, city superintendent of schools, Minneapolis, died of apoplexy, October 3, 1871.

He was born at Lexington, Ohio, May, 1838; graduated at Otterville College, 1861; after preaching about a year adopted the profession of teacher; was employed both as teacher and superintendent at Davenport, Iowa; came to Minneapolis in 1866; was two years principal of high school; was superintendent of schools till his death; president Young Men's Christian Association, and at the time of his death superintendent Methodist Episcopal Sabbath-school; closely identified with the missionary work on the line of the Northern Pacific Railroad, and ever ready to assume any duty, no matter how laborious, for the advancement of religion. The cause of his death may probably be traced to excessive labors imposed upon a constitution naturally weak. On his last Sabbath he preached in the forenoon at Saint Anthony's, superintended Sabbath-school at 2 p. m., held open-air services at 5 p. m., and addressed the Sabbath-school concert at the Centenary church in the evening. Arriving at home, he complained of feeling tired, and his wife suggested that he was trying to do too much; but he replied that he was never so happy as when attending to the work his hands found to do. That night he died, in the midst of what should have been his most useful years—died as many have died before, and as many will hereafter, for want of that self-control, that true temperance, which does not suffer the mind to overwork the body. "No citizen of Minneapolis was more universally respected, or more truly honored and beloved, than Professor Hiskey.

MINNESOTA ASSOCIATION OF SUPERINTENDENTS.

The sixth annual meeting of this association was held at Minneapolis in August. President Folwell presented a communication from a committee of the board of regents of the State university in regard to the preparation of a course of study for the high schools of the State that shall have a proper relation to the university courses.

Superintendent Burt read a paper on the topic, "Can parents and guardians generally be induced to give their children the advantages for education afforded in our public schools without laws compelling attendance?"

Superintendent J. W. Hancock read a paper on "Some of the benefits of county superintendency." Superintendent Thurston presented a paper on "The best time to commence summer schools," preferring the 15th of May as the commencement and the 25th of July as the close. Superintendent Thompson read a paper on the question, "How can the great evil resulting from the appointment of unqualified men to the office of county superintendent be remedied?" Superintendent Whiteman read a paper on the subject, "Should the rate of compensation of teachers in graded schools be determined by the age and advancement of their pupils?" Superintendent O. V. Tonsly read a paper on "School examinations," and this and the other topics presented were fully discussed.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Minnesota was the twenty-eighth State in population, having 439,706 inhabitants within an area of 83,531 square miles, an average of 5.26 persons to the square mile. This population consisted of 438,257 whites, 759 colored, and 690 Indians. Of these 279,009 were natives of the United States and 160,697 were foreign-born. Of the native residents 125,759 whites, 115 colored, and 617 Indians were born within its borders, while of the foreign residents 41,364 were born in Germany, 5,670 in England, and 21,746 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 96,793 persons attended school in 1870, and of these 13,061 were foreign-born. Of the white scholars 50,158 were males and 46,528 females, a total of 96,686. Of the 75 colored pupils 35 were males and 40 females. Sixteen male and 16 female Indians were also reported.

Illiteracy.—Twenty-four thousand four hundred and thirteen inhabitants of all races, 10 years old and over, were reported as unable to write, of whom 18,855 were foreign-born.

Age, sex, and race of illiterates.—Of the 23,941 white illiterates 3,802 were from 10 to 15 years old, and of these 2,122 were males and 1,680 females; 1,989 were from 15 to 21 years old, of whom 1,014 were males and 975 females; 18,150 were 21 years old and over, of whom 8,041 were males and 10,109 females. Of the 102 colored illiterates 6 were from 10 to 15 years of age, of whom 2 were males and 4 females; 15 were from 15 to 21 years old, of whom 11 were males and 4 females; 81 were 21 years old and over, of whom 44 were males and 37 females; 178 male and 192 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,479, having 2,886 teachers, of whom 979 were males and 1,907 females, to educate 107,266 pupils, 55,166 of whom were males and 52,100 females.

Amount and source of educational income.—The total income of all the educational institutions was $1,011,769, of which sum $2,000 were derived from endowment, $903,101 from taxation and public funds, and $106,668 from tuition and other sources.

Public schools.—The 2,424 public schools, with 2,758 teachers, 919 male and 1,839 female, were attended by 103,408 pupils, of whom 53,171 were males and 50,237 females. To educate these they possessed a total income of $895,204, of which $870,476 were derived from taxation and public funds and $24,728 from tuition and other sources.

Colleges.—The 4 colleges, with their 31 teachers, 27 male and 4 female, were attended by 524 students, of whom 376 were males and 148 females. To educate these they possessed a total income of $52,600, of which $16,000 were derived from taxation and public funds and $36,600 from tuition and other sources.

Academies.—The 3 academies, with 10 teachers, of whom 5 were males and 5 females, had an attendance of 133 pupils, 82 of whom were males and 51 females. They possessed an income of $3,145 from tuition and other sources.

Private schools.—The 23 day and boarding schools had 28 teachers, of whom 8 were male and 20 female, and were attended by 959 pupils—488 male and 471 female—to educate whom they possessed an income of $18,414, derived from tuition and other sources.

Libraries.—Five hundred and eighty-seven public libraries were reported with 160,790 volumes, and 825 private libraries with 200,020 volumes, in all 1,412 libraries, containing 360,810 volumes.

The press.—The 95 periodicals issued in the State had an aggregate circulation of 110,178 copies, and an aggregate annual issue of 9,543,656 copies.

Churches.—Of the 877 church organizations 582 had edifices, with 158,266 sittings, and the church property was valued at $2,401,750.

Pauperism.—Of the 392 paupers 120 were native whites, 6 native colored, and 266 foreigners.

Crime.—Of 129 persons in prison June 1, 1870, 65 were native whites, 8 native colored, and 56 foreigners. Two hundred and fourteen persons were convicted during the year.

Age and sex of population.—Of the total population 142,665 were from 5 to 18 years old, of whom 72,657 were males and 70,008 females; 305,568 were 10 years old and upward, of whom 167,456 were males and 138,112 females.

Occupations.—One hundred and thirty-two thousand six hundred and fifty-seven persons of these ages were engaged in various occupations, of whom 121,797 were males and 10,860 females. Of these 75,157 were engaged in agricultural pursuits, of whom 74,663 were males and 494 females; 28,330 in personal and professional services, of whom 18,920 were males and 9,410 females; 10,582 in trade and transportation, of whom 10,559 were males and 23 females; 18,588 in manufactures and mechanical and mining industries, of whom 17,655 were males and 933 females.

Age and sex of working population.—Of the 132,657 employed persons 3,116 were from 10 to 15 years old, of whom 2,218 were males and 898 females; 124,961 were from 16 to 59 years old, and of these 115,195 were males and 9,766 females; 5,580 were 60 years old and over, of whom 4,384 were males and 196 females.

SCHOOL OFFICIALS.

Hon. H. B. WILSON, *State superintendent.*

*COUNTY SUPERINTENDENTS.

Counties.	Superintendents.	Post-office address.
Anoka	Rev. J. B. Tuttle	Anoka.
Becker	F. B. Chapin	Detroit City.
Benton	Rev. Sherman Hall	Sauk Rapids.
Blue Earth	Erastus C. Payne	Mankato.
Brown	Ed. J. Collins	Leavenworth.
Carlton	William Shaw	Thompson.
Carver	J. Thomas Herker	Waconia.
Cass	Charles A. Ruffee	Leech Lake.
Chippewa	Joseph D. Baker	Montevideo.
Chisago	V. D. Eddy	Taylor's Falls.
Cottonwood	H. M. McGaughey	Windom.
Clay	J. F. Burnham	Glyndon.
Crow Wing	James S. Campbell	Brainerd.
Dakota	Philip Crowley	West Saint Paul.
Dodge	A. M. Church	Kasson.
Douglas	Smith Bloomfield	Alexandria.
Faribault	R. W. Richards	Blue Earth City.
Fillmore	Rev. D. L. Kichle	Preston.
Freeborn	Henry Thurston	Shell Rock City.
Goodhue	Rev. J. W. Hancock	Red Wing.
Hennepin	Charles Hoag	Minneapolis.
Houston	Dr. J. B. Le Blond	Brownsville.
Isanti	Rev. Richard Walker	Spencer Brook.

*Revised November 1, 1872.

County superintendents—Continued.

Counties.	Superintendents.	Post-Office address.
Jackson	E. L. Brownell	Jackson.
Kanabec	Benjamin Norton	Brunswick.
Kandiyohi	J. H. Gates	Harrison.
Lake	Christian Weiland	Beaver Bay.
Le Sueur	M. R. Everett	Le Sueur.
Lyon	Rev. Ransom Wait	Lynd.
Lac qui Parle	Eli B. Miller	Montevideo, Chippewa Co.
Murray	J. E. Cutter	Lake Schetek.
McLeod	W. W. Pendergast	Hutchinson.
Martin	Rev. F. W. Morse	Tenhassen.
Meeker	H. L. Wadsworth	Litchfield.
Mille Lac	John A. Stoyell	Princeton.
Morrison	Lyman W. Ayer	Belle Prairie.
Mower	Hon. A. A. Harwood	Austin.
Nicollet	B. H. Randall	Saint Peter.
Noble	T. C. Bell	Worthington.
Olmsted	Sanford Niles	Rochester.
Otter Tail	N. H. Chittenden	Fergus Falls.
Pine	Morton Bryan	Pine City.
Pope	Henry G. Rising	Glenwood.
Ramsey	D. A. J. Baker	Saint Paul.
Redwood	Dr. W. D. Flinn	Redwood Falls.
Renville	Carter W. Drew	Beaver Falls.
Rice	George N. Baxter	Faribault.
Rock	J. Hart Loomis	Luzerne.
Saint Louis	Jerome Merritt	Onesta.
Scott	Patrick O. Flynn	Cedar Lake.
Sherburne	P. A. Sinclair	Elk River.
Sibley	Thomas Boland	Henderson.
Stearns	Bartholome Pirz	Torah.
Steele	Rev. George C. Tanner	Owatonna.
Swift	A. W. Lathrop	Benson.
Stevens	R. M. Richardson	Morris.
Todd	H. F. Lashier	Sauk Centre.
Wabashaw	T. A. Thompson	Plainview.
Waseca	Henry G. Mosher	Waseca.
Washington	Alexander Oldham	Stillwater.
Watonwan	Thomas Rutledge	Madelia.
Winona	Rev. David Burt	Winona.
Wright	J. F. Lewis	Monticello.
Wilkin	J. D. Boyer	Breckenridge.
Yellow Medicine	J. A. White	Yellow Medicine City.

MISSISSIPPI.

[From report of Hon. H. R. Pease, State superintendent of public instruction, for the scholastic year ended December 3, 1871.]

SCHOOL FUND.

Amount of the common-school fund, (including fund appropriated under the act of 1859, Chickasaw and sixteenth-section fund, regarded as available.)	$1,950,000 00
Amount of revenue received and paid into the treasury from the various sources provided by the constitution, and laws enacted since its adoption, accruing to the common-school fund	529,464 29
Amount of revenue by special county tax collected and paid into the county treasury, reported	683,784 19
Amount of the common-school income-fund apportioned to the several counties	172,550 35

FINANCIAL STATEMENT.

Amount expended for school sites	$33,921 88
Amount expended for building and repairs	157,374 22
Amount expended for school furniture and apparatus	40,271 07
Amount expended for rent of rooms and buildings	25,601 18
Amount expended for school-books	14,481 16
Amount expended for teachers' salaries	624,233 44
Amount expended for superintendents' salaries	35,072 70
Total expenditures for the year ending January 1, 1872, (including miscellaneous expenses)	869,766 07
Expenditures since inauguration of school-system, (eighteen months)	950,000 00

POPULATION AND ATTENDANCE.

White population	256,821
Colored population	285,687
Scholastic population, (white)	120,073
Scholastic population, (colored)	126,769
Total scholastic population	246,842
Number enrolled in public schools, (white)	66,257
Number enrolled in public schools, (colored)	45,429
Whole number enrolled in public schools	111,686
Number enrolled in private schools, (white)	5,249
Number enrolled in private schools, (colored)	1,154
Whole number enrolled in private schools	6,703
Grand total of pupils attending school	118,389
Average attendance in public and private schools	86,330

TEACHERS AND TEACHERS' PAY.

Number of white teachers, (males, 1,575; females, 681)	2,256
Number of colored teachers, (males, 253; females, 146)	399
Whole number of teachers	2,655
Average monthly pay of teachers	$58 90
Number of white teachers in private schools	391
Number of colored teachers in private schools	49
Total teachers in public and private schools	3,095
Number of certificates granted to white teachers	2,256
Number of certificates granted to colored teachers	399
Number of teachers' institutes held during the year	8
Number of teachers attending institutes during the year	188

SCHOOLS.

Number of public schools, (white, 1,739; colored, 862)	2,601
Number of private schools, (white, 381; colored, 53)	434
Whole number of schools, (in fifty-two counties)	3,035
Number of graded schools, (in the State)	100
Number of high schools, (in the State)	80
Number of evening schools, (in the State)	60
Number of normal or training schools, (in the State)	2

Average length of school term, 5 months and 10 days.

SCHOOL-SITES AND SCHOOL-HOUSES.

Number of sites purchased	128
Number of sites donated	177
Number of houses erected, (white, 230; colored, 252)	482
Number of buildings rented, (white, 355; colored, 264)	619
Number of school-houses built in the State since the inauguration of the school-system	600

SCHOOL FURNITURE AND APPARATUS.

Number of school-houses provided with modern school-furniture	265
Number of schools furnished with blackboards	976
Number of schools furnished with wall-maps	131
Number of schools furnished with globes	80

VALUE OF SCHOOL PROPERTY.

Value of public-school property in fifty-two counties reporting	$426,204 87
Value of private-school property in fifty-two counties reporting	436,700 00
Estimated value of public-school property in the State	800,000 00

SCHOOL LAW.

Of the school law adopted in 1870 the superintendent says: "From my experience in attempting to execute the law, I venture the assertion that in all the history of legislation there never was a statute enacted that was so difficult of construction, so ambiguous in its terms, and so conflicting in itself and with other laws in force."

At the last session of the legislature certain modifications were enacted in the school law, making it conform with other general laws. The law as it now stands contains many excellent features, but the system is too cumbersome and complicated. It fails in its scope, and lacks the essential conditions of a permanent success, viz: a well-regulated system of raising and managing the school revenues, and a comprehensive plan of supervision.

SCHOOL REVENUES.

The law provides for a common-school fund, consisting of the proceeds of all lands belonging to the State, fines, licenses, taxes, &c. Thus a foundation is laid for the accumulation of an immense school fund, which, if properly managed, will, in the course of time, afford revenue sufficient to support the schools without additional taxation. Under the existing policy the schools receive no benefit whatever from the fund, which already amounts to nearly $2,000,000; and the school revenue is raised chiefly by local taxation, "a system altogether impracticable, wrong in principle, and in violation of the spirit, if not the letter, of the constitution."

Some counties levy a tax sufficient to defray the school expenses, others levy none at all. In many cases the school tax levied has been absolutely burdensome upon the people. It is estimated that a two-mill tax levied upon the taxable property of the State would afford ample revenue to defray the expenses of the department and pay teachers. It is recommended that this tax be levied, to be collected in currency.

SCHOOL LANDS.

The Government of the United States has, from time to time, since 1802, donated lands to the State for educational purposes, amounting in the aggregate to nearly 1,000,000 acres.

Nearly all of this munificent endowment has been disposed of and the proceeds squandered. Investigations already made show that thousands of acres of these lands, some of them the most valuable in the State, are held and occupied without the shadow of title. It is the purpose of the board of education to thoroughly investigate this matter and recover all lands thus illegally held.

"There are no means of arriving at a correct estimate of the value of the unsold school lands, but it can not be doubted that a very moderate degree of honesty, economy, and skill in the administration of the lands donated by the General Government for school purposes would have produced a revenue sufficient to have furnished perpetual and efficient free schools for all the people of both races in the State to the full extent of their needs forever."

The following table exhibits the amount of the proceeds arising from the sale and rental of school lands:

Amount arising from the sale of Chickasaw lands	$826,432 78
Amount held by the State in trust	815,227 73
Amount of the proceeds arising from the sale and rental of sixteenth-section lands, about	1,500,000 00
Aggregate amount of the proceeds arising from the sale and rental of school lands, about	2,326,432 00

Of the proceeds of sale and rental of sixteenth-section lands, it is estimated that at least $1,000,000 are a total loss, on account of the want of proper management.

SUPERVISION.

"Our system of State and county supervision is very defective. The law imposes the grave responsibility of superintending the public schools and general educational interests upon the State superintendent, and requires a guarantee of $20,000 for the faithful discharge of these duties, while yet, as it now stands, it gives him no positive control. He is made president of the State board of education, but with no voice except in the case of a tie vote.

"The present system of county supervision is even more defective. Under the existing law, the office of county superintendent is practically a nullity." There are now three distinct agents—the board of supervisors, board of directors, and county superintendent—employed in supervising the schools of the county, and this too at an enormous outlay of time and money. The main source of complaint against the public-school system arises from the inefficiency and burdensome cost of conducting the present system of county supervision. The county superintendent is president of the board of directors, but has no power or voice in supervision. "As a measure of economy, to say nothing of efficiency, the abolition of the board of school directors is recommended."

The salary allowed county superintendents is entirely inadequate. Many of the best superintendents have already resigned, and others will resign unless the present system of supervision shall be changed, and a reasonable salary paid for their services. It is recommended that there be three grades of salaries established, based upon scholastic population: counties with a scholastic population not exceeding 3,000 to constitute the lowest grade, those containing not less than 3,000 nor more than 7,000 to constitute the second grade, and all with over 7,000 to constitute the first grade. It is also recommended that the office of county superintendent be made elective, and that the State board of education have the authority to remove any county superintendent for neglecting to perform the duties of his office, or for any other just cause shown.

TEACHERS.

"Our greatest present want is earnest, active teachers, skilled in the science and art of teaching. Of the whole number of teachers (upward of four thousand) employed in the public schools of the State, comparatively few are qualified for their work." To remedy this three things are considered necessary: First, to establish normal or training schools for teachers; secondly, to provide for the organization and maintenance of a vigorous system of teachers' institutes; thirdly, to offer inducements, by means of liberal salaries, to first-class teachers. The latter will do much to relieve the present pressure. The superintendent recommends the establishing of a minimum and maximum monthly salary for each grade of the common schools: For the third grade, a minimum of $30 a month and a maximum of $50; for the second grade, a minimum of $50 and a maximum of $75 per month; for the first grade, a minimum of $75 and a maximum of $125 per month.

It is believed that this plan will correct a wrong that has been practiced to a considerable extent in many counties—that of a very unjust discrimination between the white and colored teachers.

TEACHERS' INSTITUTES.

The superintendent says: "The establishment of teachers' institutes is the most practical measure to meet our immediate wants." County superintendents were instructed to organize institutes in their respective districts, and organizations were effected in eight counties. It is recommended that the State appropriate from the school fund the sum of $3,000 for the maintenance of teachers' institutes in each county employing twenty-five teachers, and consolidate two or more counties when they employ less than that number.

HIGH SCHOOLS.

It is recommended that in each county containing a scholastic population of 7,000 there shall be established one or more high schools, with a normal department for the training of teachers for the primary schools. It should be made obligatory upon the county to furnish suitable buildings and meet the incidental expenses, the State to pay the teachers, and the salaries of the principals of high schools to be regulated by the State board of education.

UNIFORMITY OF TEXT-BOOKS.

Under the existing law, a uniformity of school-books is required in each county. It is made the duty of the boards of school directors to prescribe the text-books to be used

in the schools. The law has been generally complied with, so far as the mere adoption of a schedule of text-books by the boards of directors is concerned; yet in a majority of the counties it is practically null; and, as the law now stands, school-officers are utterly powerless to enforce the uniform use of books. Another serious evil connected with the present system is the frequent change of text-books. Under the existing law, the boards of school directors may adopt a new series of books for every term, or as often as they choose. It is recommended that when once a series of standard text-books shall have been adopted and introduced into the schools, no change shall be made for at least three years.

SCHOLASTIC YEAR.

The superintendent recommends a change in the law regulating the school year. The scholastic year should commence September 1, and terminate August 31. This change is deemed essential to the systematic conducting of the business of the department. Under the present law the superintendent is virtually allowed only fifteen days to prepare his annual report.

PUBLIC SENTIMENT.

No feature of the new system of government met with more determined opposition at the outset than did the school system. "A majority of the wealthy and intelligent classes, unable to divest themselves of irrational prejudices, contested the introduction of the people's schools with a determination that seemed, at times, likely to overwhelm and destroy them." A class of idle politicians and an unscrupulous press encouraged this partisan hostility, which at length culminated in open violence, particularly in the eastern portion of the State. Many cases of incendiarism and of violence toward teachers and school officers were reported.

During the past year a most marvelous revolution has taken place in public sentiment. In many localities where, at the outset, the people were most indifferent and the greatest opposition prevailed, the free-school system has become popular, and those who were most prominent in their hostility are now earnest advocates of popular education.

THE PEABODY FUND.

Of this State Dr. Sears says: "Considering the great disadvantage under which public instruction has been introduced and thus far carried on in this State, we must regard the results as highly encouraging."

There has been a rapid increase of public schools, accompanied with corresponding indications of increasing popular favor.

The disadvantages are careless and defective legislation, indifference to education, and opposition to free schools. These evils, it is hoped, will be temporary. With a school fund of nearly $2,000,000, the State will not long let it be possible for the superintendent to report, as he does now, that "Under the existing policy the schools derive no benefit whatever from the fund." The school laws are incumbered with useless and heterogeneous enactments. The county organizations in particular are faulty, being at the same time expensive and inefficient.

The schools of Natchez and Vicksburg have become self-supporting. Jackson receives $1,500; Summit, $1,000; Hazlehurst, $1,000; Crystal Springs, $450; Kosciusko, $450; Yazoo City, $750; Harperville, $300; Hillsborough, $300.

The county superintendent says of Harperville: "This school was opened in January for 11 months. The result has exceeded my most sanguine expectations in the additional number of pupils. Persons from ten miles round have rented houses for the purpose of giving their children a more liberal education. A new school-house, having a capacity for 350 children, has been built by a voluntary subscription of the citizens, at a cost of $2,500, including a donation of $500 from the State."

For the ensuing year arrangements have been made for colored schools at Hazlehurst, Crystal Springs, and Wesson, allowing $200 to each. The county superintendent, in asking assistance for them, says: "We have three colored schools in this county, kept in operation five months by the free-school system and five by private subscription. They have a daily average attendance of over 100 each. These schools merit your aid. I should have made the request before, but I believed it would be better for them to be thrown for a time upon their own resources, that they might the more fully appreciate the benefit. One of these schools is at Hazlehurst, where there is a large school-house built by the colored people themselves, without the aid of the county or State board of education."

STATE NORMAL SCHOOL.

The number of pupils in attendance from the organization, November 15, 1870, to June 30, 1871, was 50. The school reopened in September with 35 pupils. Since the close of the first school-year 26 normal pupils have taught in the public schools of the State. Of these a number taught only two months, during the summer vacation, and returned to school at the opening of the fall term.

With insufficient room, and lacking necessary books, the normal school can not accomplish what it should. It is recommended that the legislature make an appropriation for a building. If there was a room suitable for a library, a large number of books could be procured without expense to the State.

County superintendents give encouraging reports of the thorough work done by the normal pupils. As the school has been in operation little more than a year, and the course of study embraces four years, no graduates have yet been sent out.

TOUGALOO UNIVERSITY.

The agricultural department is a marked feature of this institute. A plantation of some 500 acres affords facilities for instruction in practical farming, and at the same time gives those who desire it an opportunity to pay part or the whole of their expenses by manual labor. In the normal department there have been 47 students during the year. The institution is partly under the auspices of the American Missionary Association.

INSTITUTION FOR THE DEAF AND DUMB.

The report of this institution states that "in six months from the appointment of the board of trustees the institution has been placed in complete order and successful operation, and is now at the service of the State."

It was opened on the first day of December, and in a few days had a class of nine. An appropriation of $5,000 was made for the outfit of the institution, and it is recommended that an additional appropriation of $15,000 be made. It is estimated that there are 90 deaf-mutes of school-age in the State.

BLIND INSTITUTE.

There have been 29 pupils during the year, eight more than the previous year. It is recommended that the men's work-department be placed on a suitable footing, so as to render it efficient, enabling the pupils to earn an honorable livelihood. The building is in need of repairs, and is not well adapted for the purpose.

CENTRAL FEMALE INSTITUTE.

During the eighteen years of its existence, this institution has had an aggregate attendance of about 2,000, and, unlike most southern literary institutions, it did not suspend its regular exercises, even for a single day, during the entire war.

PEABODY PUBLIC SCHOOL.

This school was called into existence little more than a year and a half ago by a donation of $1,000 from the Peabody fund. The first session of the school closed with 142 pupils on its roll; the present closes with 229. Last year the average attendance was 93; this year it has been about 170. This increased demand for education, and the satisfactory progress made by the higher department of the grammar school, induced the directory to take the necessary steps for carrying out the original plan of organization, in attaching to the present grammar school a high school, where all the branches of an academic course should be taught. In the organization of this higher department, the board determined, as a reward of merit, to pass, each year, three girls and three boys, free of charge, from the grammar school to the high school. For the present year there has been received from the Peabody fund $1,500, and the town has appropriated $2,000. The total expenditure for two years is $5,000.

LAWRENCE BUSINESS COLLEGE.

The great necessity for the establishment of a first-class practical college at this point led to the organization of this college. It is connected with the great chain of Bryant and Stratton's International Business Colleges, but has at the same time a separate system and management of its own.

PASS CHRISTIAN COLLEGE.

This institution is in charge of the Christian Brothers, a society entirely devoted to the work of educating youth. Their system is founded upon the theory that education does not consist in a certain complement of facts stored in the memory, but in conducting the intellect to the discovery of truth by the pure efforts of its own innate activity. Therefore they regard the communication of knowledge as only of subordinate importance when compared to the intellectual exertion made in the

endeavor to acquire clear, distinct, and adequate notions of all facts submitted to the mind. To carry into effect these fundamental and crowning principles of an enlightened and practical education is the chief aim of the faculty and professors.

MISSISSIPPI COLLEGE.

In the general bankruptcy of the South consequent upon the war, this college lost a large endowment, but its buildings, though in a somewhat injured condition, together with its apparatus and libraries, were saved. A debt of several thousand dollars had been incurred, on account of which a judgment had been obtained, and the execution was about to be made upon the property. Such was the condition of the institution when, in the fall of 1867, the board of trustees resolved to resume the exercises, which for four years had been virtually suspended. Through the influence of the president, Rev. Walter Hillman, money was obtained from the North sufficient to repair in part the buildings and stay the threatened execution. Since that time the number of students has constantly increased. Measures have been taken, with every prospect of success, to raise money to pay off the indebtedness, and to re-endow the college and put it upon a more permanent basis.

UNIVERSITY OF MISSISSIPPI.

It is the purpose of the trustees to erect a building for the department of preparatory education. For the present, the preparatory class will be continued as a substitute for the university high school, and in this class candidates for the first year's study in the university will be carefully trained. The school of medicine will be organized upon the plan pursued in the University of Virginia, which has proved eminently successful. Students preparing for the ministry of any denomination of Christians will be admitted into each class without tuition fees. The sum of $5,000 has been appropriated to enlarge the library. A reading-room has been authorized by the board, to be furnished with the leading American and foreign journals.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Mississippi was the eighteenth State in population, having 827,922 inhabitants within an area of 47,156 square miles, an average of 17.56 persons to the square mile. This population consisted of 382,896 whites, 444,201 colored, 16 Chinese, and 809 Indians. Of these, 816,731 were natives of the United States and 11,191 were foreign-born. Of the native residents, 244,236 whites, 319,360 colored, and 546 Indians were born within its borders, while of the foreign residents 2,960 were born in Germany, 1,018 in England, and 3,359 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 39,141 persons attended school, and of these 56 were foreign-born. Of the white scholars 17,139 were males and 16,264 females—a total of 33,403. Of the 5,738 colored pupils, 2,768 were males and 2,970 females.

Illiteracy.—Three hundred and thirteen thousand three hundred and ten inhabitants of all races, 10 years old and over, were reported as unable to write, of whom 827 were foreign-born.

Age, sex, and race of illiterates.—Of the 48,028 white illiterates, 14,729 were from 10 to 15 years old, and of these 8,174 were males and 6,555 females; 10,196 were from 15 to 21 years old, of whom 5,447 were males and 4,749 females; 23,103 were 21 years old and over, of whom 9,357 were males and 13,746 females. Of the 264,902 colored illiterates, 46,682 were from 10 to 15 years of age, of whom 24,076 were males and 22,606 females; 50,083 were from 15 to 21 years old, of whom 23,216 were males and 26,867 females; 168,137 were 21 years old and over, of whom 80,810 were males and 87,327 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,564, having 1,728 teachers, of whom 1,054 were males and 674 females, to educate their 43,451 pupils, 22,793 of whom were males and 20,658 females.

Amount and source of educational income.—The total income of all the educational institutions was $780,339, of which $11,500 were derived from endowment, $167,414 from taxation and public funds, and $601,425 from tuition and other sources.

Colleges.—The 18 colleges, with 64 teachers, 32 males and 32 females, were attended by 1,292 students, of whom 500 were males and 792 females. To educate these they possessed a total income of $80,700, of which $11,500 were derived from endowment, $22,700 from taxation and public funds, and $46,500 from tuition and other sources.

Academy.—The one academy, with 8 teachers, of whom 3 were males and 5 females, had an attendance of 123 female pupils. It possessed a total income of $4,450, of which $450 were derived from taxation and public funds and $4,000 from tuition and other sources.

Private schools.—The 1,542 day and boarding schools had 1,649 teachers, of whom 1,018 were male and 631 female, and were attended by 41,965 pupils, 22,259 males and 19,706 females, to educate whom they possessed a total income of $683,000, of which $133,325 were derived from taxation and public funds and $549,675 from tuition and other sources.

Libraries.—Five hundred and thirty-seven public libraries were reported with 88,376 volumes, and 2,251 private libraries with 400,106 volumes; in all, 2,788 libraries containing 488,482 volumes.

The press.—The 111 periodicals issued had an aggregate circulation of 71,868 copies and an aggregate annual issue of 4,703,336 copies.

Churches.—Of the 1,829 church organizations, 1,800 had edifices with 485,398 sittings, and the church property was valued at $2,360,800.

Pauperism.—Of the 809 paupers 413 were native whites, 380 native colored, and 16 foreigners.

Crime.—Of 449 persons in prison, June 1, 1870, 128 were native whites, 293 native colored, and 28 foreigners. Four hundred and seventy-one persons were convicted during the year.

Age and sex of population.—Of the total population 278,999 were from 5 to 18 years old, of whom 141,412 were males and 137,587 females; 581,206 were 10 years old and upward, of whom 288,185 were males and 293,021 females.

Occupations.—Three hundred and eighteen thousand eight hundred and fifty persons of these ages were engaged in various occupations, of whom 232,349 were males and 86,501 females. Of these 259,199 were engaged in agricultural pursuits, of whom 193,725 were males and 65,474 females; 40,522 in personal and professional services, of whom 20,430 were males and 20,092 females; 9,148 in trade and transportation, of whom 9,076 were males and 72 females; 9,981 in manufactures and mechanical and mining industries, of whom 9,118 were males and 863 females.

Age and sex of working population.—Of the 318,850 employed persons 42,457 were from 10 to 15 years old, of whom 28,671 were males and 13,786 females; 258,913 were from 16 to 59 years old, and of these 188,832 were males and 70,081 females; 17,480 were 60 years old and over, of whom 14,846 were males and 2,634 females.

SCHOOL OFFICIALS.

Hon. H. R. Pease, *State superintendent of public education.*

LIST OF COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office address.
Adams	C. C. Walden	Natchez.
Attala	I. H. Alexander	Kosciusko.
Alcorn	F. A. Beazley	Corinth.
Amite	W. B. Redmond	Liberty.
Benton	G. N. Diekerson	Salem.
Bolivar	B. K. Bruce	Thoreyville.
Calhoun	S. M. Roane	Sarepta.
Carroll	S. M. Sykes	Duck Hill.
Chickasaw	A. J. Jamison	Okolona.
Choctaw	R. B. Wooley	Greensborough.
Claiborne	W. D. Spott	Port Gibson.
Clark	Robert Seales	Enterprise.
Coahoma	John Cochrane	Friar's Point.
Colfax	James Williams	West Point.
Copiah	George J. Mortimer	Hazlehurst.
Covington	E W. Larkin	Mount Carmel.
De Soto	John Richardson	Hernando.
Franklin	I. Buckles	Meadville.
Green	John McGinnis	State Line.
Grenada	L. L. Williams	Grenada.
Hinds	I. C. Tucker	Jackson.
Holmes	I. Burnham	Lexington.
Hancock	B. Sones	Bay Saint Louis.
Harrison	Caleb Lindsey	Pass Christian.
Issaquena	I. F. Goodman	Gibson's Landing.
Itawamba	W. T. Elliott	Fulton.
Jackson	I. L. Osborne	East Pascagoula.
Jasper	L. J. Bingham	Garlandville.
Jefferson	Lemuel Long	Fayette.
Jones	K. M. Watkins	Ellisville.
Kemper	William Kellis	Kellis's Store.
Lincoln	W. S. Baggett	Brookhaven.
Lauderdale	Baylor Palmer	Meridian.
La Fayette	W. F. Elliott	Oxford.
Lowndes	I. N. Bishop	Columbus.

LIST OF COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	Post-office address.
Lee	E. D. Barton	Tupelo.
Lawrence	C. C. Eivers	Monticello.
Leake	H. H. Howard	Carthage.
Leflore	S. Upshon	Greenwood.
Madison	John Williams	Canton.
Marion	S. A. Foxworth	Columbia.
Marshall	L. C. Abbott	Holly Springs.
Montgomery	Walter Gould	Winona.
Monroe	L. Tyndall	Aberdeen.
Newton	E. D. Beattie	Decatur.
Neshoba	G. H. Huddleton	Coffadeliah.
Noxubee	I. R. Moore	Macon.
Oktibbeha	David Pressley	Starkville.
Prentiss	I. S. Thompson	Baldwyn.
Panola	H. I. Harding	Sardis.
Perry	M. McCullum	Augusta.
Pike	W. I. Purcell	Summit.
Pontotoc	St. Clair Lawrence	Pontotoc.
Rankin	S. J. Proctor	Brandon.
Scott	I. W. Lack	Hillsborough.
Simpson	I. F. Alexander	Westville.
Smith	L. E. Russell	Raleigh.
Sun Flower	G. W. Bowles	Johnsonville.
Tishemingo	I. T. Truman	Iuka.
Tippah	T. B. Winston	Ripley.
Tunica	Edmund Carter	Austin.
Tallahatchee	W. B. Avery	Garnus.
Union	James L. Jones	New Albany.
Warren	M. Gillman	Vicksburgh.
Washington	C. P. E. Johnson	Greenville.
Winston	I. M. Davis	Louisville.
Wayne	Thomas Hutchinson	Shuhita.
Wilkinson	E. H. Osgood	Woodville.
Yazoo	P. P. Bailey	Yazoo City.
Yalabusha	S. B. Brown	Water Valley.

MISSOURI.

[From report of Hon. John Monteith, State superintendent of public instruction, for the year 1871.]

SCHOOL FUND.

Amount of public-school fund	$4,689,423
Income of school fund for the year	339,568

FINANCIAL STATEMENT.

Received from State fund	$339,568
Received from county fund	157,612
Received from township fund	188,644
Amount of school tax collected	1,001,750
Total receipts for school purposes	1,687,574
Expended for teachers' salaries	$887,019
Buildings and other expenses	862,030
Total disbursements	1,749,049
Cost per scholar, based on enumeration	$2 75
Cost per scholar, based on attendance	5 30

ATTENDANCE.

Population of the State	1,721,295
White scholastic population, (males, 309,035; females, 288,235)	597,270
Colored scholastic population, (males, 18,978; females, 18,195)	37,173
Total scholastic population	634,443
Number enrolled in public schools, (males, 174,171; females, 155,899)	330,070
Increase over last year	49,597
Daily average attendance	187,024
Number attending private schools	29,393
Number not attending any school, (males, 138,849; females, 136,126)	274,975

TEACHERS AND TEACHERS' PAY.

Number of teachers, (males, 5,755; females, 3,061)	8,816
Increase over last year	1,950
Number of white teachers	8,761
Number of colored teachers	55
Average monthly pay of teachers	$35 00

SCHOOLS AND SCHOOL-HOUSES.

Number of sub-districts reported	7,048
Number of schools reported, (white, 6,730; colored, 212)	6,942
Increase over last year	1,524
Average time schools were maintained, (exclusive of Saint Louis)	4½ months.
Number of new school-houses	703
Whole number of school-houses	6,387

THE COMMON SCHOOLS.

The reports of county superintendents show that the common schools have almost universally increased in the materials of strength, enlarged in size, and grown more and more in favor with the people. This prosperity is attributable in part to the improved temporal condition of the people, but mainly to a growing appreciation of the importance of education. The obligation of property to sustain education is coming to be better understood and acknowledged. The relation between property and general intelligence is more widely recognized. It is ascertained, too, that property must pay for police to protect its safety, or for criminal prosecutions to bring offenders to justice, if it does not pay for education.

"It may not be irrelevant to state, in this connection, that one county has drawn

upon the State treasury to the amount of over $3,000 for criminal prosecution, and during the same period paid its best teacher but $30 a month, supported but 1 private and 15 public schools, and returned an estimated value of school buildings and grounds amounting to $915, all told. The assessed valuation of the land in this county is but $1.04 per acre, lower than that of any other county in the State, with one exception. This is not a mere coincidence. It can be demonstrated that in those portions of the State where crime is most abundant, where fugitives from justice in other States have found the most welcome asylum, and where the power of the law is weakest, there is almost no organized system of public instruction; and here are found the most violent opponents of education."

SCHOOL LANDS.

The report of the board of education in regard to school lands states that in many of the counties the records, vouchers, and papers relating to the school funds, and to the disposal of the sixteenth-section and swamp and overflowed lands, have been swept away in the late war. The records that remain furnish the following:

Total county fund, (110 counties reported)	$2,040,646 18
Total township fund, (110 counties reported)	2,110,036 56
Grand total, (110 counties reported)	4,150,682 74
Deduct amount improperly secured or lost	180,202 72
Total available fund	3,970,480 02

The fund actually available is less than here reported, as all losses are not stated.

The number of acres of swamp-land given to the counties of the State was 4,300,900. The area remaining unsold is 1,932,157 acres. This is probably in excess of the true figures. Of the sixteenth-section lands about 536,263 acres remain.

The total number of acres of school lands now in possession of the counties does not exceed 2,468,420. Had the original 4,300,900 acres been preserved for the objects to which they were appropriated, and their sales been honestly conducted and accounted for, the State would now have a county-school endowment amounting to $12,000,000. This, added to the present State school fund, would give a total of $14,000,000.

The school endowment began to decay from the moment it was delivered into the hands of the county courts. The board asks that all past legislation respecting the custody of the school lands and the funds arising therefrom be corrected or repealed. They also recommend that the school endowment of each county be placed in the custody of a school officer, who shall give bonds for the proper use of this trust, and that this officer be the county superintendent in each county; that in counties where school funds have been used for county purposes, the courts be required to provide by special tax for the repayment of such sums; and that the attorneys of the State board of education have power to institute proceedings in the proper courts, to ascertain the amounts thus taken from the school fund, and also to collect by suit all overdue school bonds which are likely to be lost by reason of neglect on the part of those who now manage the collection of these funds.

"As the case stands at present, the political influences that gather about those whose duty it is to prosecute these matters often induce an inactivity that allows the opportunity to pass by, while the people remain ignorant of the manner in which their children's greatest and most precious patrimony is going to decay."

SCHOOL TAX.

The rate of tax has been 17 mills on the dollar, estimating the taxable property of the State at $575,000,000. The rate of tax for teachers' wages is a little less than 9 mills on the dollar. "It is evident that the attention of the State should be turned to the recovery and proper care and investment of the county and township school endowments, rather than to the diminishing of the present rate of taxation for school purposes. Another serious difficulty lies in the discrepancy between the assessment and collection of taxes. The complaint of heavy taxation for school purposes is largely caused by the constant accumulation of delinquent taxes. The present system of passing school moneys through so many different hands, with a commission deducted at each transfer, is another just cause of complaint. All things considered, however, the people are to be commended for their fidelity to the pecuniary interests of the schools."

SCHOOL LAW.

It has been the special effort of the department of education to aid the legislature in the construction of a school law which shall be consistent in all its parts and meet the wants of different parts of the State. The late superintendent, Mr. Divoll, made

the suggestion that there should be a suspension of all attempts at school legislation until the opinions and wants of the people could be consulted, and he proposed making a canvass of the State for this purpose. This plan has been carried out so far as was possible, and by this means the committees have been put in possession of such information as is necessary to guide them in the drafting of an equitable and improved law. It is believed that the bill reported by the house committee on education, while it is not, in many respects, what the friends of education could desire, is, on the whole, a fair representation of the average opinions of the people, and, in several essential particulars, a decided improvement over the present law, of which Mr. Divoll said, "The school law is a disgrace to the statute-book."

What is most needed is a simple, plain law, without amendments, which the unpracticed director can easily understand and apply. The following changes were recommended: that the feature of township boards be abandoned; the power of local directors to levy taxes for building purposes be curtailed; the number of school directors be reduced, and that measures be adopted to increase the efficiency of county supervision.

SCHOOL-HOUSES.

A striking contrast exists between the country and town school-houses of the State. "The school-house frequently indicates the measure of esteem in which education is held in the community. In the country sub-districts there exists in many instances the log building without windows, except a lid held open by a peg, making an aperture, which solves the problem both of light and ventilation; without a floor save the ground; and with a roof which, though it does not repel the rain, furnishes special advantages for the study of astronomy." The remedy for this lies in the fusion of sub-districts.

Several fine school edifices have been erected in the towns during the year. It is deemed necessary to give a caution against extravagance in the cost of town school-houses. The people are, in some instances, by erecting school-houses of extravagant cost, weakening their ability to maintain thorough systems of instruction for the schools. It is suggested that, for the present, the people shall content themselves with plain buildings, and apply their means to securing better teachers, larger schools, and the best facilities of instruction.

TEXT-BOOKS.

Uniformity of text-books is not considered either practicable or desirable. Different communities require a different adaptation of books. Uniformity in the same school should be secured; and when once secured the law should forbid frequent changes.

TEACHERS.

The superintendent remarks that "so large is the proportion of inferior teachers that the general average of competency is reduced to a humiliating point." A partial remedy would lie in a more stringent application of the law in the licensing of teachers; but there is frequently no choice between giving a certificate to an unqualified person and the deprivation of some district of a school altogether. In many cases the people fail to offer a remuneration sufficient to command the services of a competent teacher. Another difficulty is the tardiness with which teachers' wages are paid, they being often compelled to wait a year, and sometimes two years, for their salaries.

STATE CERTIFICATES.

The department has found it necessary to resort to a somewhat radical measure in regard to State certificates. The design of the law in establishing the State certificate was that it should stand above the normal-school diploma, or any certificate of qualification given in the State. A different impression, however, has been allowed to prevail, and a large number of State certificates are abroad that have been given upon no personal or written examination. As a measure deemed necessary to the very preservation of the certificate, and upon legal advice as to its legitimacy, a circular was issued revoking all State certificates issued prior to January 1, 1871, the same to take effect July 1, 1872.

TEACHERS' INSTITUTES.

Aside from the two normal schools, limited as yet in the reach of their influence, the county teachers' institute is the main dependence for the improvement of the great mass of teachers. The number of institutes held during the year was 84. In almost every instance encouraging results have been reported. The chief wants of the institute are, a small fund to meet current expenses, and an obligation requiring all teachers in the county faithfully to attend, with a corresponding privilege on the part of teachers to draw their wages for so much of the regular term as is spent in attendance upon the institutes.

DISTRICT PUBLIC-SCHOOL CONVENTIONS.

"Among the forces at work in our State, giving unity and strength to our public-school system, none is more directly and sensibly felt than that which is known as the district convention. In these conventions all the conflicting elements in the system are discussed and thrown off or harmonized, narrow tendencies become liberalized, and the bitter prejudices of ignorance are often blown away by the first breath of enlightened public sentiment."

COMPULSORY EDUCATION.

The constitution of the State provides that "The general assembly shall have power to require, by law, that every child of mental and physical ability shall attend the public schools during the period between the ages of 5 and 18 years, for a term equivalent to 16 weeks, (annually,) unless educated by other means." It is questioned "whether this last exercise of the law needs ever to be resorted to;" and it is believed that "the time has not yet come to enact forced attendance upon schools in Missouri." For the present it is considered better to "build school-houses, improve the system of instruction, and deepen and widen a healthy educational sentiment," as the means of securing attendance upon the schools.

METHODS OF TEACHING.

"Improved teaching machines are demanded by our country districts as much as improved agricultural implements." "It will be a prominent object of the department in future to look carefully to the interests of the country schools, with the excellence and economy of teaching in view." It is recommended that the study of geography be greatly modified, if not entirely changed; and it is suggested that the teaching of grammar should have a better substitute. The present system fails of any practical result. It would be better to occupy the first few years of grammar in committing to memory some of the best poetry (as is the custom in Swiss schools) and selections from English literature, which not only interest, but form a correct taste and habit of expression.

VOCAL MUSIC.

It has been objected against the introduction of vocal music into the schools that it is a mere superfluity. This idea is earnestly combated. Music "is an indispensable relief to the present starvation of the ordinary child-life." We need a new era in music. "Every where in rural Missouri, men, women, and children sing, but every song is in the minor key. Every country school should be cheered by the liveliest of song; and who can tell how soon, under the rapture of a new note from the voices of our children, we may forget the dissensions of the past?"

THE BIBLE IN THE SCHOOLS.

The hope that the controversy that has of late disturbed the peace of the schools in other States would not return to complicate the condition of education in Missouri has for the most part been realized. A few instances only have occurred during the year, and in every instance the contest has been between opposing prejudices. It is usually narrowed down to the question, "Who shall give up or back down?" The course of wisdom seems to be to recognize the distinctive character of the public schools. They are established solely for intellectual and moral training; not for religious purposes at all. There is no authority in the constitution of the schools for the reading of the Bible as a religious exercise. "But if the public school is not the place where the religious use of the Bible may be insisted upon, equally is it not the place where any instruction reflecting upon the Bible, or upon any sect, is to be tolerated."

PUBLIC-SCHOOL LIBRARIES.

The establishment of public libraries is looked to as a potent instrumentality in creating a demand for good schools, and in sustaining them when established. The quality of instruction in the schools will seldom rise higher than the general level of intelligence in the surrounding country. When public libraries are maintained as an integral part of the public-school system, the latter will be in a fair way to reach its greatest possible efficiency.

HIGH AND GRADED SCHOOLS.

No single agency tends more efficiently to assist the schools of the rural districts than the graded institution of the populous centers. Commonly they are the normal schools for a wide region of country about them. It is recommended that county superintendents secure, in addition to the statistical tables of these schools, such a narrative statement as shall show the general management adopted and the methods pursued.

COLORED SCHOOLS.

The schools for colored children, where they have been efficiently conducted, have evinced on the part of the children and youth an eagerness and ability to learn with rapidity. The colored people in some localities meet serious obstacles in the way of securing schools. It is recommended that when the local board fails to establish such schools, the duty be laid upon the county superintendent, and he be required to secure for them equal advantages with those furnished to white children. The maximum limit of school-age for the colored people should be removed, and any person be permitted to enjoy educational privileges who so desires.

INDUSTRIAL AND REFORM SCHOOLS.

The necessity of establishing schools specifically for the prevention and cure of crime in neglected and delinquent youth, has been brought to notice by the governor of the State, with well-chosen words and timely appeal. No subject lies more legitimately within the scope and duty of the public-school interest. A law under which reformatories and industrial schools may be established can not be too soon enacted.

SAINT LOUIS.

CONDITION OF SCHOOLS.

The per cent. of school attendance on the average number belonging is 93; on the whole number enrolled, 67. There have been 27,031 cases of tardiness; 1,420 pupils have not been absent during the term of enrollment, and 17,117 have not been tardy.

The public-school library has continued to flourish to a remarkable degree. It now numbers about 27,000 volumes, and has 3,500 members.

WARRENSBURGH.

NORMAL SCHOOL.

The location of the State Normal School at this point, offering facilities for instruction in the higher branches, has destroyed the necessity of a high school.

LOUISIANA.

PUBLIC-SCHOOL ATTENDANCE.

Three buildings are used for school purposes, two of which are owned by the board. Number of rooms, 13; number of sittings, 720; value of school lots, $3,000; value of building and furniture, $22,000. Of the number enrolled in school, 102 attended less than 20 days, and full 500 children attended no school during the year; about 100 of this number are between 5 and 15 years of age. The annual cost of instruction, estimated on the average number belonging, is $14.12 for each child; estimated on the total enrollment, the cost is $8.01 for each child. German is taught in the schools, and the progress is satisfactory.

KANSAS CITY.

CONDITION OF PUBLIC SCHOOLS.

Four years ago the city was utterly destitute of school accommodations. The board of education elected in July, 1867, came into possession of no school property whatever. It has required the unremitting diligence of the board to overtake the large and increasing demand for school accommodations; but, in spite of these and other disadvantages, a system of public schools has been built up, which may justly be regarded with pride.

The buildings now under the control of the board are capable of seating at least 50 per cent. of the scholastic population, and the value of the school property, including buildings, grounds, furniture, and apparatus, is not less than $190,000. During the past year the attendance has been more regular than in preceding years, and there has been a marked improvement in discipline.

MUSIC AND DRAWING.

Some progress has been made in the teaching of vocal music. The same can not be said of drawing, in which the instruction has been far from satisfactory. The teachers have manifested a willingness to do all in their power, but, unskilled themselves, they can give but feeble aid to pupils.

TEACHERS' INSTITUTES.

The attendance at teachers' institutes has been excellent, and the salutary effect upon the schools quite manifest.

The cost of tuition, taking the average number belonging as the basis, is $14.42 for each pupil.

SAINT JOSEPH.

COST OF SCHOOLS.

The cost of sustaining schools in Saint Joseph is less than in most of the western cities. The expense for the last year was only $12.26 per scholar on the number enrolled, and $18.25 per scholar on the number belonging.

TUITION FEES TO BE ABOLISHED.

It is greatly regretted that circumstances have rendered it necessary to impose a tuition fee for at least a portion of the current year. The board had resolved to abolish this fee, and make the schools entirely free to resident pupils. But the increased number of pupils rendered it necessary to open three additional schools, and the wind-storm which swept over the city in the month of August, 1870, damaged two of the schoolhouses to such an extent that nearly $2,000 were needed for repairs. There was a marked improvement in the schools during the months when they were entirely free. The fee has not been oppressive, and no one has been excluded from the schools on account of inability to pay; nevertheless the levying of this fee has furnished occasion for more complaints and dissatisfaction than any and all other causes combined.

DRAWING AND MUSIC.

The superintendent recommends that provision be made as soon as possible for regular and systematic instruction in drawing and music.

NORMAL SCHOOLS.

The North Missouri Normal School, at Kirksville, had been in successful operation for three and a half years before the establishment of the State normal schools. It was established and conducted with the expectation that it would eventually become one of a system of State normal schools, and opened as a State school, January 1, 1871, with 200 students. The second normal school, at Warrensburgh, has not yet completed the second year of its history. In view of the inability of these two schools to supply the demand for teachers, (at least 2,000 each year,) and of the great expense of establishing and sustaining other normal schools, it is suggested that boards of normal instructors be organized in the remaining congressional districts, to hold a session of three months' duration, at three different places within the limits of the district, each year. They could easily furnish 1,400 teachers yearly, from the seven districts, at an expense of $28,000; while the yearly cost of the same number of teachers under the permanent system would be $259,000. This plan is recommended to the consideration of the legislature, before any further expense is incurred for the establishment of permanent normal schools.

LINCOLN INSTITUTE.

This institution has been sustained almost wholly by contributions and subscriptions from the friends of the colored people. A year ago, the legislature made an annual appropriation of $5,000, and the institute has now become an integral part of the educational system of the State. The corps of teachers is an able one, and the instruction thorough.

The idea of Lincoln Institute originated with the Sixty-second Regiment United States Colored Infantry. The regiment contributed $5,000 to carry out their idea, and the soldiers of the Sixty-fifth Regiment added $1,379 to this sum. The work began in September, 1866, with two pupils. In 1870 the legislature passed a bill to endow Lincoln Institute as a State normal school for training colored teachers, and in 1871 the building now occupied was completed. It is a substantial brick building, constructed according to the most modern and approved plan. Cost of building, (including ground,) $33,500.

MISSOURI INSTITUTE FOR THE DEAF AND DUMB.

The report of this institution shows it to be in a prosperous condition. Every year a class of children is presented who can not be received, as the law contemplates only

the support of a school for intelligent deaf-mutes, and not of an asylum for imbecile and idiotic children. The importance of establishing an asylum for such children (of whom it is estimated there are not less than 600 in the State) is urged upon the legislature.

MISSOURI INSTITUTION FOR THE EDUCATION OF THE BLIND.

The twentieth annual report of this institution states that the number of pupils during the year (88) is larger than during any previous session; and 32 were refused admission for want of room. The age of admission is fixed by law from 5 to 25. The progress of the pupils in the various departments has been very gratifying. At the last meeting of the general assembly an appropriation of $50,000 was made for the purpose of remodeling and enlarging the building. When this is done, there will be accommodations for 200 pupils. The number of blind persons of school-age in the State is estimated at 288. The increase during the last decade has been more than 100 per cent.

UNIVERSITY OF MISSOURI.

The report of the board of curators speaks of the year ended June 26, 1872, as a year of uninterrupted prosperity and growth in the various departments of the university. Among the items enumerated as indicating progress are: 1. The increased number of students, now nearly 300; 2. The furnishing and equipment of the new scientific building, at a cost of about $50,000; 3. Enlarged instruction in different departments, as in drawing, in connection with engineering, in modern languages, and in the agricultural department; 4. The enlargement of the library, by the donation of many rare and most valuable books; 5. The beautifying of the university campus; 6. The organization of the department of military science; 7. The opening of the law college; 8. The cheapening of tuition, so that the whole expense for the entire year can not exceed the sum of $20.

The plan of the university includes: 1. The collegiate course; 2. The scientific course; 3. The college of agriculture and mechanic arts, embracing a school of engineering, a school of analytical chemistry, and a school of mining and metallurgy; 4. A normal school; 5. A law school; 6. A school of preparation for the other departments.

SCHOOL OF AGRICULTURE.

No time was lost in the establishment of the department of agriculture, after the location was made. The college had been in operation for more than a year before a single dollar from the agricultural fund, constituting its endowment, came into the hands of the board; and even yet, and that very recently, only $3,000 have been received. The president expresses a fear that, in the ardor to meet the expectations and wishes of the agricultural community, rather too much has been attempted. The number of students the first year was 26; in this, the second year, the number is 58. By the act locating the agricultural college in connection with the university, Boone County was required, as a condition of the location, to give $30,000 in cash and 640 acres of land for the use of the university.

THE SCHOOL OF MINES.

The school of mines, though forming an integral part of the university organization, was, by act of the legislature, to be located, under certain conditions, in the mineral district of Southeastern Missouri, and to receive for its support one-fourth part of the income from the agricultural-college land-grant. The school was required to be located in that county of the mineral district that should give the largest available amount of money and land for the purposes of the proposed school. Phelps County offered the value of $130,545, and the school of mines was fixed at Rolla, in that county, on the site known as Fort Wyman, one of the grandest situations in the State, and in the midst of one of the richest mining districts in the world. The site consists of 130 acres for college buildings and grounds, and of 40 acres for practical and experimental purposes.

CO-EDUCATION OF THE SEXES.

The admission of women students to the privileges of the university has been gradual. At first they were admitted only to the normal department, to qualify themselves as teachers. "By degrees, and carefully feeling our way, as though explosive material was all around us, we have come to admit them to all the classes in all the departments, just as young men are admitted." The special want of the university to-day is a college-home for young women who wish to pursue university studies.

The legislature has appropriated the sum of $166,000 for the university, and $35,000 for the school of mines. The former appropriation is simply the repayment, with interest, of the seminary fund held in trust by the State for the university. The county system of appointment has been abolished, and the payment of an annual entrance of

$10 admits all youth residents of the State, between 16 and 25, to the preparatory, practical, scientific, and literary departments. The board establishes the rate of charges for law students or those of other strictly professional schools.

The governor, in his annual message, recommended a winter course in agriculture and science; also, that scholarships in the university should be offered as a reward of excellence in high schools.

During the year the university has received several valuable donations of books, and 300 models of various kinds from the Patent-Office at Washington.

WASHINGTON UNIVERSITY.

This university is an endowed institution, chartered by the State. The terms of the charter forbid all sectarian or party tests and discriminations. It can not, therefore, have a theological department, but otherwise embraces the whole range of university studies. It comprises five distinct departments: the academy, the Mary institute, (for young ladies,) the college, the polytechnic department, and the law school. All the departments are open to women.

During the year a course of mining and metallurgy has been established in connection with the polytechnic department, and is now in full working order. The free evening schools of Saint Louis are the direct outgrowth of the polytechnic institute. Established at first for purely technological instruction, they were soon extended to meet the pressing demand for general education.

The course of study in the law school is designed to prepare young men to a degree far above the ordinary standards of admission to the bar for the practice of the profession. Moot courts are regularly held every week during the term by the professors, all of whom are engaged on the bench or at the bar, thus securing fresh and familiar acquaintance with the art and science of law. The law library contains upward of 2,500 volumes.

Twenty scholarships in the collegiate and scientific departments are open to students of the Saint Louis high school. A trust fund of $30,000 has been accepted by the university from the Western Sanitary Commission, for the establishment of twenty free scholarships, to be filled by descendants of Union soldiers in the late war. From the same source comes a sustentation fund of $10,000; the income to be expended for the aid of indigent students, giving preference always to the descendants of Union soldiers. In March, 1871, the university reeeived from Hon. Hudson E. Bridge a gift of $100,000 for the endowment of a chancellorship and for the library fund, and $30,000 toward the erection and furnishing of the polytechnic building. It was voted that the office of chancellor should receive the title of "the Bridge chancellorship." Hon. Thomas Allen has offered the interest for five years, at 7 per cent., of the sum of $40,000 for the endowment of a chair of mining and metallurgy. The present property and endowments of the university amount in value to $700,000, and it is free from debt.

SAINT LOUIS UNIVERSITY.

This university was founded by members of the Society of Jesus, incorporated in 1832, and empowered to confer degrees and academical honors in all the learned professions. It has experienced uninterrupted prosperity, and offers every facility for acquiring a liberal education.

SAINT VINCENT'S COLLEGE.

This institution, conducted by the priests of the mission of Saint Vincent of Paul, was chartered by the legislature in 1843, with university privileges. A theological department is connected with the college.

M'GEE COLLEGE.

A Presbyterian theological department is connected with this college; also a commercial department. The college is open to both sexes.

MISSOURI DENTAL COLLEGE.

This college is connected with the Saint Louis Medical College, one of the oldest and largest medical schools in the West. The dental college announces its seventh regular course of lectures. The requisites for receiving the degree of the college are that the candidate be 21 years of age, of good moral character, and engaged in the study of dentistry two years, and that he shall have attended two full courses in this institution. Attendance on a regular course in some other accredited dental school will be considered as equivalent to one of the courses. He must also treat thoroughly some patient requiring all the usual dental operations.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Missouri was the fifth State in population, having 1,721,295 inhabitants within an area of 65,350 square miles, an average of 26.34 persons to the square mile. This population consisted of 1,603,146 whites, 118,071 colored, 3 Chinese, and 75 Indians. Of these, 1,499,028 were natives of the United States and 222,267 were foreign-born. Of the native residents, 788,491 whites, 85,501 colored, and 14 Indians were born within its borders, while of the foreign residents, 113,618 were born in Germany, 14,314 in England, 54,983 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 324,348 persons attended school, and of these, 6,603 were foreign-born. Of the white scholars, 165,792 were males and 149,468 females, a total of 315,260. Of the 9,080 colored pupils 4,557 were males and 4,523 females. Thirteen male and 5 female Indians were also reported.

Illiteracy.—Two hundred and twenty-two thousand four hundred and forty-one inhabitants, of all races, 10 years old and over, were reported as unable to write, of whom 15,584 were foreign-born.

Age, sex, and race of illiterates.—Of the 161,763 white illiterates, 49,373 were from 10 to 15 years old, and of these, 27,509 were males and 21,864 females; 27,486 were from 15 to 21 years old, of whom 14,755 were males and 12,731 females; 84,904 were 21 years old and over, of whom 34,780 were males and 50,124 females. Of the 60,622 colored illiterates, 10,497 were from 10 to 15 years of age, of whom 5,364 were males and 5,133 females; 11,536 were from 15 to 21 years old, of whom 5,355 were males and 6,181 females; 38,589 were 21 years old and over, of whom 18,002 were males and 20,587 females. Ten male and 16 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 6,750, having 9,028 teachers, of whom 5,157 were males and 3,871 females, to educate their 370,337 pupils, 186,641 of whom were males and 183,696 females.

Amount and source of educational income.—The total income of all the educational institutions was $4,340,805, of which $57,567 were derived from endowment, $3,067,449 from taxation and public funds, and $1,215,789 from tuition and other sources.

Public schools.—The 5,996 public schools, with 7,362 teachers, 4,414 male and 2,948 female, were attended by 320,313 pupils, of whom 163,582 were males and 156,731 females. To educate these they possessed a total income of $3,092,733, of which $5,300 were derived from endowment, $3,007,766 from taxation and public funds, and $79,667 from tuition and other sources.

Colleges.—The 37 colleges, with 261 teachers, 179 males and 82 females, were attended by 6,067 students, of whom 3,483 were males and 2,584 females. To educate these they possessed a total income of $323,855, of which $39,946 were derived from endowment, $8,120 from taxation and public funds, and $275,789 from tuition and other sources.

Academies.—The 45 academies, with 333 teachers, of whom 86 were males and 247 females, had an attendance of 5,031 pupils, 1,759 of whom were males and 3,272 females. They possessed a total income of $204,228, of which $521 were derived from endowment, $2,000 from taxation and public funds, and $201,707 from tuition and other sources.

Private schools.—The 586 day and boarding schools had 770 teachers, of whom 280 were males and 490 females, and were attended by 26,816 pupils—12,019 males and 14,797 females, to educate whom they possessed an income of $487,176, derived from tuition and other sources.

Libraries.—One thousand seven hundred and forty-two public libraries were reported, with 498,996 volumes, and 3,903 private libraries with 566,642 volumes; in all, 5,645 libraries, containing 1,065,638 volumes.

The press.—The 279 periodicals issued had an aggregate circulation of 522,866 copies, and an annual issue of 47,980,422 copies.

Churches.—Of the 3,229 church organizations, 2,082 had edifices with 691,520 sittings, and the church property was valued at $9,709,358.

Pauperism.—Of the 1,854 paupers, 1,090 were native whites, 325 native colored, and 439 foreigners.

Crime.—Of 1,623 persons in prison June 1, 1870, 893 were native whites, 324 native colored, and 406 foreigners. One thousand five hundred and three persons were convicted during the year.

Age and sex of population.—Of the total population, 577,803 were from 5 to 18 years old, of whom 294,316 were males and 283,487 females; 1,205,568 were 10 years old and upward, of whom 632,179 were males and 573,389 females.

Occupations.—Five hundred and five thousand five hundred and fifty-six persons of these ages were engaged in various occupations, of whom 466,845 were males and 38,711 females. Of these, 263,918 were engaged in agricultural pursuits, of whom 262,595 were males and 1,323 females; 106,903 in personal and professional services, of whom 75,079 were males and 31,824 females; 54,885 in trade and transportation,

of whom 54,583 were males and 302 females; 79,850 in manufactures and mechanical and mining industries, of whom 74,588 were males and 5,262 females.

Age and sex of working population.—Of the 505,556 employed persons, 24,439 were from 10 to 15 years old, of whom 19,812 were males and 4,627 females; 460,826 were from 16 to 59 years old, and of these 427,612 were males and 33,214 females; 20,291 were 60 years old and over, of whom 19,421 were males and 870 females.

SCHOOL OFFICIALS.

Hon. JOHN MONTEITH, *State superintendent.*

COUNTY SUPERINTENDENTS.*

Counties.	Superintendents.	Post-office.
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.
Barton	Charles H. Wilson	Lamar.
Bates	A. J. Wray	Butler.
Benton	Washington Allen	Warsaw.
Bollinger	James W. Pettis	Marble Hill.
Boone	W. W. Batterton	Columbia.
Buchanan	E. B. Neely	Saint Joseph.
Butler	J. M. Davidson	Poplar Bluff.
Caldwell	Myron W. Reed	Hamilton.
Callaway	J. S. Baker	Stephens' Store.
Camden	John Welch	Linn Creek.
Cape Girardeau	Samuel M. Green	Cape Girardeau.
Carroll	Wiley Roy	Carrollton.
Carter	James Chilton	Van Buren.
Cass	John T. Weathers	Harrisonville.
Cedar	Daniel P. Stratton	Stockton.
Chariton	Alfred Mann	Keytesville.
Christian	Henry F. Davis	Springfield.
Clarke	E. H. Davis	Waterloo.
Clay	George Hughes	Liberty.
Clinton	A. K. Porter	Plattsburgh.
Cole	Thomas Ward	Jefferson City.
Cooper	William A. Smiley	Boonville.
Crawford	J. T. Alexander	Cuba.
Dade	William C. West	Greenfield.
Dallas	J. W. Moore	Buffalo.
Daviess	S. P. Howell	Gallatin.
DeKalb	L. L. Daniel	Maysville.
Dent	John G. Blake	Salem.
Douglas	N. E. Ide	Militia Spring.
Dunklin	Andrew Wray	Kennett.
Franklin	Felix Baudissin	Union.
Gasconade	Leander W. Baker	Owensville.
Gentry	John B. Twist	Albany.
Greene	J. J. Bunch	Walnut Grove.
Grundy	R. C. Norton	Trenton.
Harrison	Osborn Brown	Eagleville.
Henry	James E. Flagg	Clinton.
Hickory	Abel E. Martin	Hermitage.
Holt	Frank Gordon	Oregon.
Howard	J. W. Hairston	Fayette.
Howell	Martin J. Lay	West Plains.
Iron	A. J. Puls	Pilot Knob.
Jackson	John E. Hale	Kansas City.
Jasper	John W. Jacobs	Carthage.
Jefferson	Mark C. Jennings	Hanover.
Johnson	G. H. Sack	Warrensburgh.
Knox	M. D. Hollister	Edina.
Laclede	Daniel Malthias	Lebanon.
La Fayette	G. M. Catron	Lexington.
Lawrence	J. B. Underwood	Mount Vernon.
Lewis	Frank L. Schofield	Canton.
Lincoln	William S. Pennington	Truxton,
Linn	Charles Hamilton	Brookfield.
Livingston	T. C. Hayden	Wheeling.
McDonald	John Wilson	Pineville.
Macon	A. B. Campbell	Macon City.
Madison	W. B. Toler	Fredericktown.
Maries	R. W. Mahanny	Lane's Prairie.
Marion	William E. Hassett	Palmyra.
Mercer	Thomas E. Evans	Princeton.

* Revised November 1, 1872.

County superintendents—Continued.

Counties.	Superintendents.	Post-office.
Miller	James S. Martin	Oakhurst.
Mississippi	M. V. Rodney	Cairo, Illinois.
Moniteau	R. L. Galbreath	California.
Monroe	George C. Brown	Paris.
Montgomery	E. M. Hughes	Danville.
Morgan	S. R. Lutman	Versailles.
New Madrid	A. D. Cook	New Madrid.
Newton	W. J. Kelley	Rocky Comfort.
Nodaway	S. C. McCluskey	Maryville.
Oregon	R. T. Burns	Alton.
Osage	Henry Marquand	Chamois.
Ozark	John Hyde	Gainesville.
Pemiscot	G. W. Carleton	Gayoso.
Perry	A. G. Abernathy	Abernathy.
Pettis	A. A. Neal	Georgetown.
Phelps	L. A. Dunlap	Meramec 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	James M. Ross	Lesterville.
Ripley	B. J. Ethridge	Doniphan.
Saint Charles	Charles Beckington	Saint Charles.
Saint Clair	John Hill	Taborville.
Saint François	O. A. Belknap	Flat River.
Saint Genevieve	C. C. Kerlegon	Saint Genevieve.
Saint Louis	J. M. Loring	306 Chestnut st., Saint Louis.
Saline	Allen Gwinn	Cambridge.
Schuyler	W. H. Fulton	Lancaster.
Scotland	James Donnelly	Memphis.
Scott	S. A. Schofield	Blodgett.
Shelby	C. M. King	Shelbina.
Stoddard	S. Chapman	Piketon.
Stone	L. D. Bolen	Galena.
Sullivan	J. C. Custer	Greencastle.
Taney	W. R. Howard	Forsyth.
Texas	T. A. Ausley	Houston.
Vernon	A. W. Van Swearingen	Monticello.
Warren	H. H. Middlekamp	Warrenton.
Washington	T. S. Love	Irondale.
Wayne	W. H. Cook	Patterson.
Webster	John A. Patterson	Marshfield.
Worth	W. H. Conn	Grant City.
Wright	J. T. Pope	Hartville.

NEBRASKA.

NEBRASKA STATE UNIVERSITY AND AGRICULTURAL COLLEGE.

This institution occupies a large and convenient building at Lincoln, Nebraska. It is under the management of a board of regents, of which the governor of the State is president.

Five courses of study are now open to students, viz: the classical, the scientific, the Latin scientific, the Greek scientific, and the agricultural. A Latin or preparatory school will be opened under the auspices of the university, to meet the wants of such persons as are not qualified to enter the freshman class of the university.

In the agricultural department two courses of study are provided: a four-year course, including, besides the studies exclusively agricultural, nearly all the English studies of an ordinary college course, and giving special attention to the natural sciences, and a year's course of practical agriculture. Two sections of land for an experimental farm have been secured, and instruction was to be commenced at the beginning of the fall term, (1872.) In addition to the faculty of the past year, two new professors have been appointed.

The university is supplied with extensive and entirely new apparatus in chemistry and physics.

Ladies are admitted to all the departments.

NEBRASKA COLLEGE AND GRAMMAR SCHOOL.

This institution is conducted under the auspices of the Episcopal Church, and the Episcopal bishop of Nebraska is president of the board of trustees. A thorough course of instruction is given in classics, mathematics, science, and business studies. The institution has entered upon its seventh year. It is designed only for the instruction of young men.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Nebraska was the thirty-fifth State in population, having 122,993 inhabitants within an area of 75,995 square miles, an average of 1.62 persons to the square mile. This population consisted of 122,117 whites, 789 colored, and 87 Indians. Of these 92,245 were natives of the United States and 30,748 were foreign-born. Of the native residents 18,425 whites, 53 colored, and 52 Indians were born within its borders, while of the foreign residents 10,954 were born in Germany, 3,603 in England, and 4,999 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 17,956 persons attended school, and of these 1,369 were foreign-born. Of the white scholars 9,437 were males and 8,463 females, a total of 17,900. Of the 48 colored pupils, 30 were males and 18 females. Three male and 5 female Indians were also reported.

Illiteracy.—Four thousand eight hundred and sixty-one inhabitants, of all races, 10 years old and over, were reported as unable to write, of whom 1,309 were foreign-born.

Age, sex, and race of illiterates.—Of the 4,630 white illiterates, 1,976 were from 10 to 15 years old, and of these 1,167 were males and 809 females; 529 were from 15 to 21 years old, of whom 317 were males and 212 females; 2,125 were 21 years old and over, of whom 956 were males and 1,169 females. Of the 205 colored illiterates, 26 were from 10 to 15 years of age, of whom 16 were males and 10 females; 36 were from 15 to 21 years old, of whom 15 were males and 21 females; and 143 were 21 years old and over, of whom 93 were males and 50 females. Ten male and 16 female illiterate Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 796, having 840 teachers, of whom 450 were males and 390 females, to educate 17,614 pupils, 9,492 of whom were males and 8,122 females.

Amount and source of educational income.—The total income of all the educational institutions was $207,560, of which $186,435 were derived from taxation and public funds, and $21,125 from tuition and other sources.

Public schools.—The 781 public schools, with 813 teachers, (436 male and 377 female,) were attended by 17,052 pupils, of whom 9,227 were males and 7,825 females. To educate these they possessed a total income of $182,160, of which $181,435 were derived from taxation and public funds and $725 from tuition and other sources.

College.—The one college reported, with 5 teachers, (4 male and 1 female,) was attended by 26 male students. It possessed an income of $8,000, derived from tuition and other sources.

Academy.—The 1 academy, with 3 teachers, 1 male and 2 female, had an attendance of 60 pupils, 25 of whom were males and 35 females. It possessed an income of $1,900, derived from tuition and other sources.

Private schools.—The 9 day and boarding schools had 14 teachers, of whom 7 were males and 7 females, and were attended by 406 pupils, 188 male and 218 female. They possessed an income of $8,500, derived from tuition and other sources.

Libraries.—One hundred and seventy-one public libraries were reported, with 51,915 volumes, and 219 private libraries, with 95,125 volumes; in all, 390 libraries, containing 147,040 volumes.

The press.—The 42 periodicals issued had an aggregate circulation of 31,600 copies, and an aggregate annual issue of 3,388,500 copies.

Churches.—Of the 181 church organizations, 108 had edifices with 32,210 sittings, and the church property was valued at $386,000.

Pauperism.—Of the 92 paupers, 54 were native whites and 38 foreigners.

Crime.—Of 69 persons imprisoned June 1, 1870, 35 were native whites, 9 native colored, and 25 foreigners. Fifty-three persons were convicted during the year.

Age and sex of population.—Of the total population 34,523 were from 5 to 18 years old, of whom 17,779 were males and 16,744 females; 88,265 were 10 years old and upward, of whom 52,588 were males and 35,677 females.

Occupations.—Forty-three thousand eight hundred and thirty-seven persons of these ages were engaged in various occupations, of whom 41,943 were males and 1,894 females. Of these, 23,115 were engaged in agricultural pursuits, of whom 23,083 were males and 32 females; 10,331 in personal and professional services, of whom 8,667 were males and 1,664 females; 4,628 in trade and transportation, of whom 4,623 were males and 5 females; 5,763 in manufactures and mechanical and mining industries, of whom 5,570 were males and 193 females.

Age and sex of working population.—Of the 43,837 employed persons, 738 were from 10 to 15 years old, of whom 619 were males and 119 females; 42,359 were from 16 to 59 years old, and of these 40,607 were males and 1,752 females; 740 persons were 60 years old and over, of whom 717 were males and 23 females.

SCHOOL OFFICIALS.

Hon. J. M. McKENZIE, *State superintendent.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.	County.	Name.	Post-office.
Antelope	A. J. Leach	Twin Grove.	Jefferson	P. L. Chapman	Fairbury.
Adams	A. H. Bowen	Junietta.	Lancaster	A. M. Ghost	Lincoln.
Boone	S. P. Bollman	Hammond.	L'Eau qui Court	J. H. Billings	Niobrara.
Buffalo	C. Putnam	Gibbon.	Lincoln	Alfred Peay	Cottonwood.
Burt	E. M. Holland	Decatur.	Madison	L. F. Taylor	Norfolk.
Butler	W. J. Evens	Savannah.	Merrick	C. E. Mead	Lone Tree.
Cass	U. W. Wise	Plattsmouth.	Nuckolls	D. W. Montgomery	Kiowa.
Cheyenne	B. Fitzpatrick	Sidney.	Nemaha	S. W. McGrew	Brownville.
Cedar	L. M. Howard	Green Island.	Otoe	H. K. Raymond	Nebraska City
Clay	J. S. Schinerhorn	Sutton.	Pawnee	John M. Osborne	Pawnee City.
Colfax	A. Sutherland	Schuyler.	Pierce	A. W. Lucas	Pierce.
Cuming	Robert Robb	De Witt.	Polk	James Belle	Columbus.
Dakota	J. H. Mann	Jackson.	Richardson	F. M. Williams	Salem.
Dixon	W. S. Bates	Ionia.	Saline	James McCreedy	Pleasant Hill.
Dodge	John Cayton	Pebble Creek.	Sarpy	G. C. Potwin	Papillion.
Douglas	J. Behm	Omaha.	Saunders	W. Fleming	Sand Creek.
Dawson	R. O'Keef	Plum Creek.	Seward	G. B. France	Milford.
Fillmore	John Dempster	Fairmont.	Stanton	A. C. T. Stevens	Canton.
Franklin	A. S. Martin	Waterloo.	Thayer	B. F. Young	Hebron.
Gage	L. B. Filley	Beatrice.	Washington	C. G. Bisbee	Fontenelle.
Hall	O. C. Abbott	Grand Island.	Webster	E. Kellogg	Red Cloud.
Harlan	H. M. Luce	Republican City.	Wayne	R. B. Crawford	Taffe.
Hamilton	B. D. Brown	Farmer's Valley.	York	H. H. Tate	McFadden.
Johnson	L. Wolford	Tecumseh.			

NEVADA.

COLORED CHILDREN IN THE PUBLIC SCHOOLS.

A very interesting case has lately been decided by the supreme court of Nevada touching the right of colored children to admission into the common schools of that State. The statute heretofore governing the subject says: "Negroes, Mongolians, and Indians shall not be admitted into the public schools, but the board of trustees may establish a separate school for their education, and use the public funds for the support of the same." No "separate school" having been provided in Ormsby County, a father of colored children asked for a mandamus to compel the school trustees to admit his children, which they had refused to do. The mandamus has been granted by the supreme court, upon the ground that the statute conflicts with the State constitution, which provides for a "uniform system of common schools," and that certain funds "shall be apportioned among the several counties in proportion to the number of persons between the ages of six and eighteen years." Colored children being manifestly "persons," the court considers them entitled to their share of benefits to be derived from the school revenues.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Nevada was the thirty-seventh State in population, having 42,491 inhabitants within an area of 104,125 square miles, an average of 0.41 person to the square mile. This population consisted of 38,959 whites, 375 colored, 3,152 Chinese, and 23 Indians. Of these, 23,690 were natives of the United States and 18,801 were foreign-born. Of the native residents, 3,313 whites, 31 colored, 7 Indians, and 5 Chinese were born within its borders, while of the foreign residents, 2,181 were born in Germany, 2,549 in England, and 5,035 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 2,893 persons attended school, and of these 97 were foreign-born. Of the white scholars, 1,451 were males and 1,433 females, a total of 2,884. Of the 8 colored pupils, 6 were males and 2 females. One female Indian was reported as attending school.

Illiteracy.—Eight hundred and seventy-two inhabitants, of all races, 10 years old and over, were reported as unable to write, of whom 774 were foreign-born.

Age, sex, and race of illiterates.—Of the 653 white illiterates, 23 were from 10 to 15 years old, 8 males and 15 females; 30 were from 15 to 21 years old, of whom 20 were males and 10 females; 600 were 21 years old and over, of whom 474 were males and 126 females. The 21 colored illiterates were 21 years old and over, of whom 15 were males and 6 females. One hundred and eighty-five male and 13 female Chinese illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 53, having 84 teachers, of whom 13 were males and 71 females, to educate 2,373 pupils, 1,279 of whom were males and 1,094 females.

Amount and source of educational income.—The total income of all the educational institutions was $110,493, of which $84,273 were derived from taxation and public funds, and $26,220 from tuition and other sources.

Public schools.—The 38 public schools, with their 56 teachers, (9 males and 47 females,) were attended by 1,856 pupils, of whom 1,065 were males and 791 females. To educate these they possessed an income of $81,273, derived from taxation and public funds.

Private schools.—The 14 day and boarding schools had 22 teachers, of whom 4 were males and 18 females, and were attended by 422 pupils, 214 males and 208 females, to educate whom they possessed an income of $26,220, derived from tuition and other sources.

Libraries.—Twenty-eight public libraries were reported, with 41,940 volumes, and 286 private libraries, with 116,100 volumes; in all, 314 libraries, containing 158,040 volumes.

The press.—The 12 periodicals issued had an aggregate circulation of 11,300 copies, and an aggregate annual issue of 2,572,000 copies.

Churches.—Of the 32 church organizations, 19 had edifices, with 8,000 sittings, and the church property was valued at $212,000.

Pauperism.—Of the 54 paupers, 27 were native whites, 2 native colored, and 25 foreigners.

Crime.—Of 99 persons in prison June 1, 1870, 37 were native whites, 3 native colored, and 59 foreigners. One hundred and thirty-two persons were convicted during the year.

Age and sex of population.—Of the total population, 5,337 were from 5 to 18 years old,

of whom 2,762 were males and 2,575 females; 36,655 were 10 years old and upward, of whom 29,430 were males and 7,225 females.

Occupations.—Twenty-six thousand nine hundred and eleven persons of these ages were engaged in various occupations, of whom 26,468 were males and 443 females. Of these 2,070 were engaged in agricultural pursuits, of whom 2,063 were males and 7 females; 7,431 in personal and professional services, of whom 7,152 were males and 279 females; 3,621 males were engaged in trade and transportation; 13,789 persons were engaged in manufactures and mechanical and mining industries, of whom 13,632 were males and 157 females.

Age and sex of working population.—Of the 26,911 employed persons, 49 were from 10 to 15 years old, of whom 41 were males and 8 females; 26,735 were from 16 to 59 years old, and of these 26,307 were males and 428 females; 127 were 60 years old and over, of whom 120 were males and 7 females.

SCHOOL OFFICIALS.

Hon. A. N. FISHER, *State superintendent of public instruction.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.
Churchill	C. Allen	Stillwater.
Douglas	Rev. G. B. Hinkle	Genoa.
Elko	W. W. Rogers	Elko.
Esmeralda	L. B. Smith	Aurora.
Humboldt	C. Chenowith	Winnemucca.
Lander	J. R. Williamson	Austin.
Lincoln	Louis Sultan	Pioche.
Lyon	N. B. Augustine	Silver City.
Nye	J. V. Hathaway	Belmont.
Ormsby	L. S. Greenlaw	Virginia.
Washoe	Orvis Ring	Reno.
White Pine	H. S. Herrick	Hamilton.

NEW HAMPSHIRE.

[From report of Hon. J. W. Simonds, State superintendent of public instruction, for the scholastic year ended June, 1872.]

SCHOOL FUND.

Raised by town tax	$363,838 72
Raised by town or district tax beyond what the law requires	48,456 92
Contributed in board, fuel, and money	14,715 33
Amount of literary fund	18,752 93
Amount of railroad tax	8,565 93
Income from local funds	12,689 96
Surplus revenue appropriated for schools	2,508 52
Entire amount appropriated for public schools	468,527 77
Appropriation for each scholar	6 43

ATTENDANCE.

Number of male pupils	37,998
Number of female pupils	34,764
Whole number of pupils	72,762
Average attendance	49,293
Per cent. of average attendance to whole number	71
Number of children between 4 and 14 years of age not attending school	4,602

TEACHERS AND TEACHERS' PAY.

Number of male teachers	585
Number of female teachers	3,241
Average pay of male teachers, including board	$37.56
Average pay of female teachers, including board	$24.33
Number of teachers teaching for the first time	617
Number of teachers teaching the same school two or three terms	1,108
Number of teachers who have attended teachers' institutes	1,839

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts	2,284
Number of schools	2,452
Number of graded schools	325
Average duration of schools in weeks	19.7

SCHOOL PROPERTY.

Estimated value of school-houses and lots, with appurtenances	$1,870,000
Estimated value of school apparatus	15,435
Number of school-houses unfit for their purpose	431
Number of school-houses built and repaired during the year	213
Cost of the same, including land and furniture	$176,000

GRADED SCHOOLS.

A system of graded schools has been established in our cities and several larger towns. The actual working of this system can be seen in the public schools of the city of Manchester. We can now refer with pride and honor to this city as having a system of public free schools as well managed and as well taught as any in New England.

COMMON DISTRICT SCHOOLS.

It is believed that certain changes must be wrought in the management and instruction of these district schools before they can attain their object. It is further believed that most beneficial results would accrue to our district schools in a thorough recon-

struction of the district management and town supervision of the schools; in demanding and employing a better qualified class of teachers, and in the establishment of a judicious county supervision of schools. Many of the school districts contain only a few scholars. Their share of the school money is limited and insufficient to meet the ordinary expense of a good school more than a few weeks in the year. Many of the school-buildings are miserable; and the district and town supervision are wanting in that care and oversight which are necessary.

TOWN SUPERVISION.

A large majority of the towns in our State annually appoint one man to perform the important duties of superintending school committee. Frequently the largest school districts have a school committee of their own, independent of the town school committees. In some of our towns there are four independent school or superintending committees. These are changed every year or two years, thus creating confusion, breaking up all system in the direction of schools, and destroying, in great measure, the interest which school committees should take in schools under their charge. It is recommended that the towns adopt a by-law permitted by the general statutes, and choose a school committee, consisting of three, six, or nine persons, holding office for three years, and so arranged that a portion of them retire annually; let all the schools in town be under the management of this committee, and there is no doubt that our school system, as it exists to-day, would be rendered much more efficient.

PRUDENTIAL COMMITTEES.

Prudential committees are elected yearly, at the district meeting. The duties of such committees are limited to matters outside of the school-room. It is part of the duty of this office to employ the teacher, while the examination and dismission of the teacher, the inspection and control of the school, belong to an entirely separate office. The communications from town school committees, and the opinions of prominent educators, all coincide in the expression that this system is a great barrier to the success of our educational efforts.

TOWN SCHOOL COMMITTEES.

The entire control of our public schools is legally vested in the town school committees. But these committees generally do not sufficiently partake of the educational progress abroad in the world. It is a conclusion drawn from observation that when a class of good schools is found, well managed and well taught, it is directly traceable to the work of a good superintendent. The town committees, having the entire care of the schools, should be authorized to select and employ the teachers, and it is recommended to the legislative authority to transfer this power from prudential committees to the town school committees.

COUNTY SUPERVISION.

The testimony of all State superintendents where this system—untried in New Hampshire—has been adopted is strongly in its favor. Under it teachers are better qualified and schools more efficient. A school agency so generally approved and securing such results, deserves the candid attention of the legislators and educators of this State. It is submitted that the number of trustees of the State normal school be increased to one for each county, and that a suitable law be enacted, constituting that trustee the supervisor of public schools for his county.

TOWN AND DISTRICT SYSTEMS CONTRASTED.

The utility of the district system is now seriously and generally questioned. During the short terms of small district schools the pupils only get fairly started in their studies to be turned out the greater part of the year, forgetting what little they have learned, and coming back, after this long and ruinous interval, to commence again near the former starting-place. There are many of these schools revolving year after year on this defective system, making some motion, but scarcely any real progress. Multitudes are forsaking their rural homes for the sake of educating their children. Any available plan for improving the schools in our outlying districts would check this tendency. As the town is a unit for municipal purposes in making provision for the support of schools, it is reasonable that the advantages of its schools should be equalized.

In June, 1870, an act was passed "enabling towns to abolish school districts in certain cases." Under this act the town of Milford has adopted the town system with

marked success. "The number of pupils has increased considerably, and the advantages to the smaller districts, where the rule has been short and poor schools, are so marked that they could not fail to be appreciated by even the most careless and unobservant." The subject is receiving careful consideration in several of the larger towns. If they should adopt this system, it will render their schools more valuable, and in the smaller towns it would strengthen their educational power.

TEACHERS' INSTITUTES.

Within the school year, teachers' institutes have been held in all the counties of the State. The county institutes are under the management of the State superintendent. Instruction at the county sessions has been given by the best experience and talent of our State.

The twofold function of the normal school has been incorporated in the instructions of the institute. It has been deemed advisable to devote the larger portion of the day exercises to a thorough explanation and elucidation of the elements of the common branches. The evening sessions have been occupied with general discussions and lectures upon pertinent educational subjects. The attendance has been large, close attention has been given, and a deep and general interest awakened. It is believed that these schools of instruction, well conducted, will generate a strong impulse in advancing the educational power of our State. At each session, teachers were invited to present themselves for examination for certificates based upon the normal-school courses.

DOVER.

PUBLIC SCHOOLS.

The year has been fruitful of good results, abundantly demonstrating the wisdom of the change made in abolishing the several school districts, and throwing the entire city limits into one district. The high school was kept for a term of 50 weeks, the grammar schools 47, and the primaries 44. The city owns 18 school buildings, valued (including lots) at $125,150. The need of a truant officer for the city is strongly urged. The attention of the board is called to the importance of introducing the study of drawing into the schools.

STATE NORMAL SCHOOL.

The State Normal School at Plymouth has been in successful operation the past year. Superintendents are unanimous in the commendation of the excellent work done by normal-school students, wherever employed in the State.

The trustees' report says: "The practical benefits of the normal school are already apparent. Though only two years in existence it has raised the standard of qualifications for teachers. Two facts illustrate how very low was the standard for district-school teachers when the normal school was established. The first year much the larger number of the normal pupils had been employed as teachers and held certificates from town superintendents. Yet only fourteen were able to graduate, even from the first course, and one from the second course. At the June session of 1871, it was provided that teachers who were qualified to sustain an examination on the normal-school basis should receive institute certificates, authorizing them to teach from three to five years. Yet under this law only five have been approved, though an opportunity thus to test their qualifications has been given in every institute during the year."

The trustees recommend that 1½ per cent. of the money raised by the several towns for the support of public schools be set apart for the benefit of the normal school, with certain provisions.

DARTMOUTH COLLEGE.

The various departments of this institution, as they now exist, are as follows:

1. The academic department, which offers a four years' course, including the privilege of a partial course, and a number of particular options. 2. The Chandler scientific department, the course of which is chronologically parallel to that of the academic department, and has, with the option of a partial course through all the years, several elective lines of study in the last year. 3. The agricultural department, which has a three years' course, with an option after the first year between an agricultural and mechanical line of study. 4. The Thayer School of Civil Engineering. 5. The medical department, which was established in 1797, and ranks with the best medical institutions in the country.

The whole number of alumni, as given in the last triennial catalogue, is 3,673. "Of these over 900 have entered the ministry; there have been 31 judges of the United States and State supreme courts; 15 Senators in Congress, and 61 Representatives; 2 United States Cabinet ministers; 4 embassadors to foreign courts; 1 Postmaster-General; 14 governors of States and 1 of a Territory; 25 presidents of colleges; 104 pro-

fessors in academical, medical, or theological colleges." Among her graduates, Dartmouth numbers Daniel Webster and Rufus Choate.

During the past year the new building for the use of the agricultural department, called Culver Hall, has been completed. In the laboratory of this building special provision has been made for instruction in practical chemistry. A valuable tract of land of 165 acres, in the immediate vicinity of Culver Hall, has been secured for an experimental farm. A new building is soon to be erected, containing rooms for the farm superintendent and for students.

A State museum of general and applied science has been commenced. Several hundred valuable specimens have been purchased in Europe, and one-half of the specimens accruing from the State geological survey, now in progress, have been devoted to this department by the legislature.

A donation of $10,000 has been made to the medical department, to found a museum of pathological anatomy. This will be completed before the opening of the next session.

The philosophical apparatus has recently been greatly increased by large purchases, both in this country and Europe. In the department of acoustics, optics, and electricity it is especially rich, and hardly surpassed in the United States.

The equipment of the astronomical and meteorological observatory has recently been greatly improved. A new and very perfect telescope of 9.4 inches aperture and 12 feet focal length, from the celebrated establishment of Alvin Clark & Sons, replaces the old 6-inch Munich refractor. A spectroscope of the highest power and best construction accompanies the instrument.

The several libraries have been increased by appropriations and donations.

To accommodate those who design to enter the school of civil engineering, a department preparatory to the curriculum was formed September 1, 1872. This course will extend through two years.

Large additions have been made of late to the means of assisting indigent and worthy students. Aid is mainly given in the form of scholarships, varying in their annual income from $60 to $100.

Within the last seven years, more than $400,000 have been secured for the various departments. But with the restrictions imposed on some of the gifts, with the contemplated plans of enlargement and improvement, and with the increased number of students, there is a present need of as much more.

PHILLIPS EXETER ACADEMY.

All the pupils of this academy are preparing for college. The course of preparation occupies three years. About twenty students, selected annually from among the members of the academy, are admitted to the charity foundation. The income of the Bancroft scholarship, founded by Hon. George Bancroft, amounts to $140, and is given to a meritorious student selected by the trustees.

ATKINSON ACADEMY.

This institution has been in operation more than eighty years. In addition to the ordinary branches of an English education, the classics and the higher branches of mathematics are thoroughly taught.

KIMBALL UNION ACADEMY.

The net amount of the funds of this institution is about $45,000. A vigorous effort is making to increase the endowment fund by $100,000. For nearly sixty years it has occupied a foremost place among classical schools, and the earnest hope is expressed that it will not be allowed to lose its well-earned standing for want of funds. Indigent young men who have the ministry in view are aided from the funds of the institution.

FRANCESTOWN ACADEMY.

The course of study of this academy embraces a classical department, a ladies' course, and an English department. During the year 1871–'72 the permanent fund of the academy has been increased by subscriptions of over $7,000.

TILDEN LADIES' SEMINARY.

This institution has been in successful operation, under its present management, for six years, and has, within two years, doubled its capacity and number of boarders. The building, with recent improvements, cost about $40,000.

LITTLETON GRADED SCHOOL.

This consists of high, grammar, and primary schools. A normal department is attached to the high school.

REFORM SCHOOL.

Sixteen inmates of this institution have been discharged during the year for meritorious conduct; 6 have been sent to homes; 2 to the care of parents, and 1 to care of county commissioners. The average time of detention of children discharged was one year and eight months. Of the whole number of pupils (143) 76 were committed for stealing.

For the past year the institution has accomplished much good, though not so much as it might with greater facilities. In no case has any child remained any length of time in the school without showing improvement; in many cases very commendable, and in some most remarkable. The result of the superintendent's experience is expressed in this suggestion: "That all children should enter these institutions expecting to remain during their minority, unless they earn an honorable discharge by their confirmed good behavior and reformation" In schools where this is the rule the average term of detention is not so long as when short and irregular sentences are imposed. The "ticket-of-leave" system is strongly commended.

The boys have been employed in caning chair-seats. Other employments would be more profitable and useful, but their introduction would render necessary some outlay for tools, machinery, &c. The subject is commended to the legislature. The buildings are reported in need of repairs, and the furniture as extremely meager and insufficient. While the desire of the trustees is to make this a comfortable home for the children, it is really as bare as a prison. The expenditures for the year amounted to $18,143.77. Amount earned by boys caning chair-seats, $2,536.90.

NEW HAMPSHIRE STATE TEACHERS' ASSOCIATION.

The annual meeting of the New Hampshire State Teachers' Association was held at Plymouth, October 24 and 25.

Hon. J. W. Simonds, State superintendent, was appointed chairman, in the absence of the president; and the first exercise was a lecture by W. W. Colburn, of the Manchester high school, upon the physical geography of New Hampshire, in which the formation of the crust of the earth, and the mountains, streams, and valleys, the minerals, drainage, water-power, and physical resources of the State, were presented in an interesting manner, and secured the close attention of the audience.

On Friday, the second day, the necessity of shortening the daily sessions of the schools, especially those of the primary and intermediate schools, was discussed by Messrs. Pearl, Quimby, and Edgerly, none of whom thought the hours of school too many, but agreed that the work of the school-room was sometimes of such a character as to injure the health of children. Listless exercises and the want of pure air caused greater injury than lengthened sessions, if these are varied in their exercises, and there is a proper amount of recreation.

The "Marking system" was also discussed at some length; Messrs. Quimby, Austin, and Ruggles believing in its usefulness to a great extent; Mr. Henpey and Mr. Blakely to a limited extent; while Messrs. Brown, of Boston, and Edgerly, of Manchester, opposed the whole system as hitherto practiced.

The "Co-education of the sexes" was the main subject of the afternoon discussion, Mrs. Miller, of Concord, and Messrs. Pearl and Hadley, of Plymouth, advocating the idea of educating both sexes in the same schools and colleges, while Professor Orcutt opposed it.

Mr. Austin, of Meriden, gave an interesting lecture in the evening on the "Art of study."

Officers elected: president, Professor E. T. Quimby, of Hanover; vice-presidents, W. W. Colburn, of Manchester; S. H. Pearl, of Plymouth, and G. H. Genness, of Rye; secretaries, N. Barrows, Meriden, and H. Orcutt, West Lebanon; treasurer, T. W. H. Henpey, of Nashua.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 New Hampshire was the thirty-first State in population, having 318,300 inhabitants within an area of 9,280 square miles, an average of 34.30 persons to the square mile. This population consisted of 317,697 whites, 580 colored, and 23 Indians. Of these 288,689 were natives of the United States and 29,611 were foreign-born. Of the native residents 242,044 whites, 329 colored, and 1 Indian were born within its borders, while of the foreign residents 436 were born in Germany, 2,679 in England, and 12,190 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 65,824 persons

attended school, and of these 1,458 were foreign-born. Of the white scholars 34,353 were males and 31,423 females—a total of 65,776. Of the 48 colored pupils 25 were males and 23 females.

Illiteracy.—Nine thousand nine hundred and twenty-six inhabitants of all races, 10 years old and over, were unable to write, of whom 7,934 were foreign-born.

Age, sex, and race of illiterates.—Of the 9,831 white illiterates 833 were from 10 to 15 years old, and of these 456 were males and 377 females; 1,412 were from 15 to 21 years old, of whom 712 were males and 700 females; 7,586 were 21 years old and over, of whom 3,361 were males and 4,225 females. Of the 95 colored illiterates 7 were from 10 to 15 years of age, of whom 4 were males and 3 females; 18 were from 15 to 21 years old, of whom 10 were males and 8 females; 70 were 21 years old and over, of whom 38 were males and 32 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,542, having 3,355 teachers, of whom 653 were males and 2,702 females, to educate 64,677 pupils, 33,123 of whom were males and 31,554 females.

Amount and source of educational income.—The total income of all the educational institutions was $574,898, of which $59,289 were derived from endowment, $396,991 from taxation and public funds, and $118,618 from tuition and other sources.

Public schools.—The 2,464 public schools, with 3,110 teachers—510 male and 2,600 female—were attended by 59,408 pupils, of whom 30,275 were males and 29,133 females. To educate these they possessed a total income of $403,310, of which $1,643 were derived from endowment, $391,991 from taxation and public funds, and $9,676 from tuition and other sources.

College.—The one college, with 29 male teachers, was attended by 289 male students. It possessed a total income of $29,000, of which $9,000 were derived from endowment and $20,000 from tuition and other sources.

Academies.—The 36 academies, with 109 teachers, of whom 50 were males and 59 females, had an attendance of 2,896 pupils, 1,367 of whom were males and 1,529 females. They possessed a total income of $88,377, of which $35,346 were derived from endowment and 53,031 from tuition and other sources.

Private schools.—The 21 day and boarding schools had 48 teachers, of whom 22 were males and 26 females, and were attended by 885 pupils—420 males and 465 females. They possessed a total income of $21,222, of which $300 were derived from endowment and $20,922 from tuition and other sources.

Libraries.—Six hundred and seventy public libraries were reported with 324,393 volumes, and 856 private libraries with 379,876 volumes—in all, 1,526 libraries containing 704,269 volumes.

The press.—The 51 periodicals issued had an aggregate circulation of 173,919 copies, and an aggregate annual issue of 7,237,588 copies.

Churches.—Of the 633 church organizations 624 had edifices with 210,090 sittings, and the church property was valued at $3,303,780.

Pauperism.—Of the 2,129 paupers 1,739 were native whites, 15 native colored, and 375 foreigners.

Crime.—Of 267 persons in prison, June 1, 1870, 199 were native whites, 2 native colored, and 66 foreigners. One hundred and eighty-two persons were convicted during the year.

Age and sex of population.—Of the total population, 78,766 were from 5 to 18 years old, of whom 40,073 were males and 38,693 females; 260,426 were 10 years old and upward, of whom 126,353 were males and 134,073 females.

Occupations.—One hundred and twenty thousand one hundred and sixty-eight persons of these ages were engaged in various occupations, of whom 96,033 were males and 24,135 females. Of these 46,573 were engaged in agricultural pursuits, of whom 46,562 were males and 11 females; 18,528 in personal and professional services, of whom 8,821 were males and 9,707 females; 8,514 in trade and transportation, of whom 8,126 were males and 388 females; 46,553 in manufactures and mechanical and mining industries, of whom 32,524 were males and 14,029 females.

Age and sex of working population.—Of the 120,168 employed persons, 3,268 were from 10 to 15 years old, of whom 2,213 were males and 1,055 females; 104,850 were from 16 to 59 years old, and of these 82,460 were males and 22,390 females; 12,050 were 60 years old and over, of whom 11,360 were males and 690 females.

SCHOOL OFFICIALS.

The names of superintendents of city schools will be found in the table of city school statistics at the end of this volume.

NEW JERSEY.

[From report of Ellis A. Apgar, State superintendent of instruction, for the scholastic year ended August 31, 1871.]

SCHOOL FUND.

Two-mill tax	$1,097,481 72
State appropriation	100,000 00
Township school tax	49,779 17
District school tax	1,015,086 29
Surplus revenue	39,993 50
Tuition fees	62,100 90
Appropriation to normal and Farnum schools	11,200 00
Total	2,375,641 58

Total value of school property in the State	$4,246,998 00

FINANCIAL STATEMENT.

Value of school property, 1871	$4,246,998 00
Value of school property, 1870	3,677,442 00
Increase over last year	569,556 00
Total appropriation for 1871	$2,375,641 58
Total appropriation for 1870	1,664,659 03
Increase over last year	710,982 55
Increase in surplus revenue	$11,270 62
Increase in district tax for building school-houses	120,793 37
Decrease in township school-tax	413,176 07
Decrease in district tax for teachers' salaries	95,621 97
Decrease in tuition fees	9,765 12

SCHOOL STATISTICS.

Scholastic population	265,958
Number enrolled in public schools	169,430
Number attending private schools	30,106
Number not attending school	62,718
Number of children unaccounted for	3,704
Number of children the public schools will seat	141,589
Number attending public school 10 months	15,959
Number attending 8 months, but less than 10 months	23,227
Number attending 6 months, but less than 8 months	28,212
Number attending 4 months, but less than 6 months	35,824
Number attending less than 4 months	65,915
Average attendance	86,812
Increase in scholastic population during the year	7,731
Increase in number enrolled in public schools	7,747
Decrease in number attending private schools	2,341
Increase in number not attending school	7,708
Increase in average attendance	8,200

PERCENTAGE OF ATTENDANCE.

Percentage of pupils attending 10 months	9
Percentage of pupils attending between 8 and 10 months	14
Percentage of pupils attending between 6 and 8 months	17
Percentage of pupils attending between 4 and 6 months	21
Percentage of pupils attending less than 4 months	39
Percentage of average attendance	51

This attendance varies but little from that reported last year. The number attending the public schools has increased, but the increase has only kept pace with the increase in the census. Seventy-six per cent. of the total school census is represented as having attended either a public or a private school some portion of the year. This aggregate attendance is as great as we have reason to expect. Our school census includes all children between 5 and 18 years of age, but only those between 6 and 15, as a general thing, attend school. So that we may safely assume that about all the children of the State between the ordinary ages limiting school attendance do attend some school for a longer or a shorter period during the year. Although the total attendance is satisfactory, the irregularity of attendance must be considered a great and alarming evil. Our free-school law requires the schools to be kept open at least nine months during the year, but if 39 per cent., or more than one-third, of the total attendance is in school less than four months, it is evident that we are not securing all the good we should from our school system. It is due to those who are taxed to keep the schools open three-fourths of the year that a full attendance of the children should be secured during that time by law.

TEACHERS AND TEACHERS' SALARIES.

Number of male teachers employed	952
Number of female teachers employed	1,979
Total number of teachers	2,931
Increase in number of teachers over last year	111
Average salary per month of male teachers	$57 34
Average salary per month of female teachers	$32 43

The male teachers in New Jersey receive the highest salaries paid in any of the States, except California, Massachusetts, and Connecticut, and the female teachers the highest paid, except in California, Ohio, and Illinois.

TEACHERS' CERTIFICATES.

Certificates of first grade granted to males	49
Certificates of first grade granted to females	18
Certificates of second grade granted to males	57
Certificates of second grade granted to females	58
Certificates of third grade granted to males	463
Certificates of third grade granted to females	741
Total number granted to males	569
Total number granted to females	817
Total number of certificates granted	1,386
Number of applicants rejected	212
Per cent. rejected of number examined	15

The examinations are held quarterly. The questions used are uniform throughout the State, and the same rules govern all the examiners. This is not the case in any other State. By this important regulation we secure a uniform standard of gradation among the teachers. A certain grade of certificate means the same in all parts of the State, in whatever county it may have been issued.

SCHOOL DISTRICTS AND SCHOOL-HOUSES.

Number of townships and cities	247
Number of school districts	1,390
Average number of children in the districts	138
Number of school buildings	1,501
Number of school departments	2,462
Number of districts without school-houses	62
Number of new school-houses erected during the year	82
Number of school-houses repaired	84
Number of unsectarian private schools	357
Number of sectarian private schools	118
Number of visits made by county superintendents	2,876
Amount expended for building and repairing school-houses	$597,400 20
Increase over amount expended for same purpose last year	$120,793 37

Notwithstanding the fact that so large an amount of money has been expended for the improvement of our school accommodations, still their condition, in too many of our districts, is very far from what it should be. There are 62 districts entirely desti-

tute of school accommodations; 178 school buildings are absolutely disgraceful, and 255 others are so far gone as to be beyond repair. Out of the 1,390 districts in the State, 495, or more than one-third of the whole number, are without proper school accommodations.

SUMMARY OF STATISTICS.

Value of school property in the State	$4,246,998 00
Appropriation for 1871	$2,375,641 58
Increase of appropriation over last year	$710,982 55
Scholastic population	265,958
Number enrolled in public schools	169,430
Average attendance	86,812
Percentage of average attendance	51
Cost of education per pupil	$19.85
Duration of schools, (average)	8 months and 18 days.
Number of teachers	2,931
Teachers' certificates granted during the year	1,386
Number of school buildings	1,501
New school-houses erected during the year	82
Amount expended for building and repairing school-houses	$597,400 20

SCHOOL TERM.

The average length of time that the schools of the State have been kept open during the year is 8 months and 18 days, which is 4 days longer than the average time they were open last year, and longer than the schools of any other State are kept open. In 56 districts they were kept open less than 5 months; in 315 districts they were kept open between 5 and 8 months; and in 1,019 districts they were kept open more than 8 months.

COST OF EDUCATION.

The cost of education in the public schools for the past year averaged $6.40 for each child included in the school census, and $19.85 per child of average attendance.

SCHOOL LAW.

By the passage of the free-school act our whole school machinery is very much simplified, and the full benefit of a public-school system is accorded to all the children of the State. The bill, in its main features, is excellent, and puts the maintenance of the schools upon a perfectly sound basis. The most important feature of the law is that which substitutes for our township school tax a uniform State tax. Our schools will no longer depend for their support upon a fund which a mere majority at a town meeting may any year withhold. Fractional districts are also abolished, and the confusion and trouble arising from their management are now avoided. None of the results of the workings of the free-school law can be given in this report for the reason that it did not go into effect until the close of the year for which the report is made.

PUBLIC-SCHOOL LIBRARIES.

At the last session of the legislature was passed an "act to encourage the formation of libraries in the free public schools of New Jersey." The treasurer of the State, upon the order of the State superintendent of education, is directed to pay the sum of twenty dollars to every school district which shall raise by subscription a like sum for the same purpose, to establish within such district a school library, and to procure philosophical and chemical apparatus, and the further sum of ten dollars annually, upon a like order, to the said districts, upon condition that they shall have raised by subscription a like sum for such year, for the purpose aforesaid.

NEWARK.

SCHOOL ATTENDANCE.

It is estimated that over eight thousand children have attended no school during the year. Twenty more teachers are employed than last year, but there are only 618 more pupils. The average number to each teacher is, in primary schools, 66; in grammar schools, 48. The grammar schools do not make so good a report as they did last year. The aggregate of enrolled pupils is 185 less this year than last, and the average attendance 332 less. The daily attendance has been greatly interrupted by sickness, but the diminution in the number enrolled can not be satisfactorily accounted

for. In the primary schools there has been an increase in the number of registered pupils, but a satisfactory daily attendance is not secured in any grade of our day schools. In the evening schools the average attendance has been 10 per cent. greater than last year.

CONDITION OF SCHOOLS.

The schools are, on the whole, in a satisfactory condition; but greater progress seems to be made in the primary than in the grammar schools.

Bartholomew's system of drawing was introduced last year, and considerable interest was manifested, but the zeal of both teachers and pupils seems to have abated. An effort will be made to revive it. No advance has been made during the year in the provisions for teaching German, and the superintendent is convinced that if more can not be done in this direction it were better to do less. Instruction in singing has been given in the primary schools during the year, with gratifying results.

NEW BRUNSWICK.

ATTENDANCE.

At the closing exercises of the schools in June, the names of 118 pupils were read who had been present every day during the year. Of this number 19 had been present every day for two years, 13 for three years, and 3 had not missed a day for four years.

COLLEGE OF NEW JERSEY.

This college originated by royal charter in 1746. By a second more ample charter in 1748 it acquired such powers and privileges as were then enjoyed by the universities and colleges of Great Britain. After the revolutionary war the charter was renewed by the legislature of New Jersey. Nassau Hall, the north college building, was built in 1756, and at that time was the largest public edifice in the colonies. Extensive additions have been made to the college buildings within the last few years by the liberality of private individuals.

The college, after relying mainly upon tuition fees for its support during its early history, has of late years been acquiring more permanent sources of income through the liberality of its friends. The presidential endowment amounts to $98,000. Six professorships have an aggregate endowment of $125,000. No chair in the faculty, however, has as yet been sufficiently endowed to yield the entire salary of the professor. The deficiency in each of the endowed professorships amounts to more than $10,000. Several endowed fellowships have been founded, some of them only for a term of two or three years. A student obtaining a fellowship must pursue studies in the department for which it is provided for one year, under the superintendence of the faculty, and will be required to live in Princeton, or appear there from time to time as may be appointed; or, if he study at a foreign university, to furnish regular reports of what he is doing. A limited number of students is educated by means of endowed scholarships. The college also possesses a fund for the aid of indigent candidates for the ministry in the Presbyterian Church.

The donation of $120,000 for a library building fund and generous donations for the purchase of books have furnished the means for placing the library on a greatly extended foundation. The college library and the libraries of the two literary societies contain together 28,000 volumes. The collections of the different cabinets are extensive and valuable. The cabinet of geology includes upward of 5,000 specimens of Alpine rocks, presented by Professor Guyot. A collection of arms used in the Union and confederate armies during the late war has been deposited with the college by the Secretary of War.

The course of study requires four years, and embraces two classes of studies, required and elective. During the first two years the studies of both courses are essentially the same. Students can only be admitted by a vote of the faculty, taken after their examination, and are required to pledge themselves not to join any secret society.

RUTGERS COLLEGE.

The scientific department of this college, organized under the name of the Rutgers Scientific School, constitutes the State college of agriculture and the mechanic arts.

The course of study covers four years, and embraces two distinct courses, viz: Civil engineering and mechanics, and chemistry and agriculture. During the first two years the studies of the two courses are the same, and are so arranged as to form a course complete in itself. This is intended to meet the wants of those who can not take the entire four years' course, but who desire to fit themselves as land surveyors,

Students leaving at this period of the course receive a certificate of their attainments. Provision is made for students who wish to pursue special studies. Forty State students are educated in the scientific school free of expense for tuition. These students are admitted on the recommendation of the county superintendents of schools. The annual report for 1871–'72 shows both the college proper and the scientific school to be in a flourishing condition.

STEVENS INSTITUTE OF TECHNOLOGY.

This institution, established by the late Edwin A. Stevens, at Hoboken, is essentially a school of mechanical engineering, and will confer upon its regular graduates the degree of Mechanical Engineer. A very thorough training in the general principles of physical and chemical science is involved in the course laid out for the mechanical engineer, and it has therefore been thought advisable to give opportunity to those students who may find their inclination and capacity leading them in the direction of these sciences, to pursue a course of physics and chemistry as an alternative to that of mechanical engineering. Such students completing the course may graduate with the degree of Doctor of Philosophy.

The school has been in operation a little over a year. The departments already organized are those of mathematics, belles-lettres, modern languages, chemistry, physics, mechanical drawing, and mechanical engineering. The library is constantly receiving accessions, and the collections of minerals, &c., are rapidly increasing. The collection of "engineering relics" is becoming very interesting.

DREW THEOLOGICAL SEMINARY.

This was established in the interests of the Methodist Episcopal Church. The regular course of study requires three years. A partial course is permitted, and certificates given to those completing it.

SETON HALL COLLEGE.

This is under the care of the Roman Catholic Church, and is conducted by secular priests, who are assisted by experienced lay professors. The domestic arrangements are under the care of the Sisters of Charity. All the pupils are thoroughly instructed in the doctrines of the Catholic Church, and trained in its practices. The course of study is about the same as in high schools and academies, with the addition of a commercial course.

NEW JERSEY STATE REFORM SCHOOL.

The plan of management of this school has most of the features of the far-famed "Irish system." There is, however, no "cellular confinement on low diet," as in the "first stage" of that system, for the reason that the discipline here is meant to be reformatory and not penal. When, by good behavior, the pupil has reached the "fourth stage" he is entitled to a conditional discharge, and may return to his parents, or be indentured to a suitable employer to be taught a trade. But he is still the ward of the State, and under the supervision of the trustees, and so continues until he reaches the age of 21. The trustees are, also, constituted an agency for the care and employment of the discharged members. Each year proves more fully the wisdom of the plan of the institution and of its government.

The whole number of boys in the institution during the year ended October 31, 1871, was 148. Of 60 who were discharged, 41 returned to their parents and 12 were indentured to farmers. All the inmates have been under instruction in the school. The results of the year's work have been entirely satisfactory.

LOWELL MASON.—OBITUARY.

Lowell Mason, Mus. Doct., died at his residence in South Orange, New Jersey, on August 11, 1872. He was born in Medfield, Massachusetts, January 8, 1792; at the age of 20 engaged in business in Savannah, Georgia, where he devoted much attention to teaching music and conducting choirs and musical associations; became deeply interested in Sabbath-school teaching, and was, for many years, superintendent of a large school, the only one at that time in the city; published his first compilation of church music, the Boston Handel and Haydn Collection, in 1821; removed to Boston at the instance of the trustees of Mount Vernon school, and devoted his life to the work of musical instruction, 1827; received from the University of New York the well-earned degree of Doctor of Music, 1855, the first instance of such a degree being conferred in America.

Dr. Mason was a musician and a teacher of music from his youth. He held the

opinion, quite uncommon when he came to Boston, that substantially all children may be taught to sing; that, while few will ever become great singers or great mathematicians, it is wise to give all some degree of training in music as well as in mathematics. His experiment in the Mount Vernon school was completely successful. Here all the pupils, over a hundred in number, of various ages and degrees of culture, formed but one class in music, and, by the skill of the teacher, mere children and the most advanced were alike interested in the lessons.

Improving his method of teaching by the suggestions of Pestalozzi, Lowell Mason became the patriarch of musical instructors in New England and the United States. Large juvenile classes were formed, and for several years taught gratuitously.

The Boston Academy of Music was established, which from 1834 to 1852 held an annual teachers' institute for "instruction in the methods of teaching music." Similar classes for teachers were soon established in various places, an interest in the subject was awakened, and at length music was introduced as a regular branch of instruction in the public schools of Boston, then in other cities and towns throughout the country.

Dr. Mason found an important sphere of labor in the Massachusetts teachers' institutes, which he attended as instructor in music from the first. Horace Mann said it was worth any young teacher's while to walk ten miles to hear one of his lectures, for in it he would hear a most instructive exposition of the true principles of all teaching, as well as of teaching music. Dr. Mason felt "that, when introduced into schools, music should be made a study, not only in itself considered, but as correlative to all school pursuits and occupations. Unless the pupils are made more cheerful, happy, kind, and studious by the music lesson, it is not properly given, for these are some of the results which it was obviously designed to secure."

As a composer and publisher of church music, Dr. Mason has probably done more than any other man in the country to promote "the service of song in the house of the Lord."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 New Jersey was the seventeenth State in population, having 906,096 inhabitants within an area of 8,320 square miles, an average of 108.91 persons to the square mile. This population consisted of 875,407 whites, 30,658 colored, 16 Indians, and 15 Chinese. Of these, 717,153 were natives of the United States, and 188,943 were foreign-born. Of the native residents 552,795 whites, 22,443 colored, and 7 Indians were born within its borders, while of the foreign residents 54,001 were born in Germany, 26,614 in England, and 86,784 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 158,099 persons attended school, and of these 6,090 were foreign-born. Of the 154,748 white scholars 79,320 were males and 75,428 females. Of the 3,337 colored pupils 1,784 were males and 1,553 females; 10 male Chinese, with 1 male and 3 female Indians, were also reported.

Illiteracy.—Fifty-four thousand six hundred and eighty-seven inhabitants, of all races, 10 years old and over, were unable to write, and of these 24,961 were foreign-born.

Age and sex of illiterates.—Of the 46,386 white illiterates 5,533 were from 10 to 15 years old, and of these 2,987 were males and 2,546 females; 4,422 were from 15 to 21 years old, of whom 2,113 were males and 2,309 females; 36,431 were 21 years old and over, of whom 14,515 were males and 21,916 females. Of the colored illiterates 875 were from 10 to 15 years old, and of these 432 were male and 443 female; 1,032 were from 15 to 21 years old, and of these 481 were males and 551 females; 6,390 were 21 years old and over, of whom 2,881 were males and 3,509 females; 2 male and 2 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,893, having 3,889 teachers, of whom 1,455 were males and 2,434 females, to educate 129,800 pupils, of whom 67,751 were males and 62,049 females.

Amount and source of educational income.—The total income of all the educational institutions was $2,982,250, of which $49,000 were derived from endowment, $1,499,550 from taxation and public funds, and $1,433,700 from tuition and other sources.

Public schools.—The 1,531 public schools, with 3,016 teachers, 956 males and 2,060 females, were attended by 80,105 pupils, of whom 39,763 were males and 40,342 females. To educate these they had a total income of $1,562,573, of which $1,492,608 were derived from taxation and public funds and $69,965 from tuition and other sources.

Colleges.—The 4 colleges, with 58 male teachers, were attended by 647 pupils, of whom 553 were males and 94 females. To educate these they had a total income of $95,159, of which $12,000 were derived from endowment, and $83,159 from tuition and other sources.

Academy.—The one academy, with 10 female teachers, had an attendance of 60 female pupils, and an income of $6,000, derived from tuition and other sources.

Private schools.—The 278 day and boarding schools had 484 teachers, 315 male and 169 female, and were attended by 30,817 pupils, of whom 17,472 were males and 13,345 females. They had an income of $1,186,669 from tuition and other sources.

Libraries.—One thousand six hundred and thirty-six public libraries were reported, with 535,679 volumes; also 777 private libraries, with 359,612 volumes; in all, 2,413 libraries, containing 895,291 volumes.

The press.—The 122 periodicals issued had an aggregate circulation of 205,500 copies, and an aggregate annual issue of 18,625,740 copies.

Churches.—Of the 1,402 church organizations, 1,384 had edifices, with 573,303 sittings, and the church property was valued at $18,347,150.

Pauperism.—Of the 2,390 paupers, 1,368 were native whites, 301 native colored, and 721 foreigners.

Crime.—Of 1,079 persons in prison, June 1, 1870, 483 were native whites, 157 native colored, and 439 foreign-born. One thousand and forty persons were convicted during the year.

Age and sex of population.—Of the total population 262,862 were from 5 to 18 years old, of whom 132,049 were males and 130,813 females; 680,687 were 10 years old and over, of whom 335,819 were males and 344,868 females.

Occupations.—Two hundred and ninety-six thousand and thirty-six persons of these ages were engaged in various occupations, of whom 251,625 were males and 44,411 were females; 63,128 persons were engaged in agricultural pursuits, of whom 62,943 were males and 185 females; 83,380 in personal and professional services, of whom 54,275 were males and 29,105 females; 46,206 in trade and transportation, of whom 45,242 were males and 964 females; 103,322 in manufactures and mechanical and mining industries, of whom 89,165 were males and 14,157 females.

Age and sex of working population.—Of the 296,036 employed persons 10,969 were from 10 to 15 years old, of whom 7,483 were males and 3,486 females; 269,334 were from 16 to 59 years old, of whom 229,519 were males and 39,815 females; 15,733 were 60 years old and over, of whom 14,623 were males and 1,110 females.

SCHOOL OFFICIALS.

Hon. ELLIS A. APGAR, *State superintendent of public schools.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office address.
Atlantic	Calvin Wright	Absecom.
Bergen	Alexander Cass	Englewood.
Burlington	Henry S. Haines	Burlington.
Camden	F. R. Brace	Blackwoodtown.
Cape May	Mauriee Beesley	Dennisville.
Cumberland	Albert R. Jones	Shiloh.
Essex	Charles M. Davis	Bloomfield.
Gloucester	William Milligan	Woodbury.
Hudson	William L. Dickinson	Jersey City.
Hunterdon	C. S. Conkling	Frenchtown.
Mercer	William J. Gibby	Princeton.
Middlesex	Ralph Willis	Spottswood.
Monmouth	Samuel Lockwood	Freehold.
Morris	Remus Robinson	Morristown.
Ocean	Edward M. Lonan	Forked River.
Passaic	J. C. Cruikshank	Little Falls.
Salem	William H. Reed	Woodstown.
Somerset	F. J. Frelinghuysen	Raritan.
Sussex	E. A. Stiles	Deckertown.
Union	N. W. Pease	Elizabeth.
Warren	Ephraim Dietrich	Columbia.

NEW YORK.

[From the report of Hon. Abram B. Weaver, State superintendent of instruction, for the scholastic year extending from September 30, 1870, to September 30, 1871.]

SCHOOL FUND.

The school moneys for the fiscal year ended September 30, 1871, were derived from the following sources:

From the common-school fund	$207,918 17
From the United States deposit fund	165,000 00
From the State school tax	2,472,341 60
Total	2,845,259 77

FINANCIAL STATEMENT.

The following table is a summary of the financial reports relating to common schools for the year ended September 30, 1871:

Receipts.

	Cities.	Rural districts.	Total.
Amount on hand October 1, 1870	$761,800 91	$201,799 35	$963,600 26
Apportionment of public moneys	893,158 11	1,673,727 30	2,566,885 41
Proceeds of gospel and school lands	1,381 97	30,203 56	31,585 53
Raised by tax	3,649,469 34	2,809,571 27	6,459,040 61
Estimated value of teachers' board	.....	274,948 49	274,948 49
From all other sources	175,656 85	199,849 22	375,506 07
Total	5,481,467 18	5,190,099 19	10,671,566 37

Payments.

	Cities.	Rural districts.	Total.
For teachers' wages	$3,066,787 94	$3,586,305 11	$6,653,093 05
For libraries	49,061 16	14,444 22	63,505 38
For school apparatus	160,426 38	34,610 25	195,036 63
For colored schools	66,724 85	6,507 74	72,232 59
For school-houses, sites, &c	692,862 79	901,198 14	1,594,060 93
For all other incidental expenses	626,734 97	402,053 50	1,028,788 47
Forfeited in hands of supervisors	.....	186 76	186 76
Amount on hand October 1, 1871	818,869 09	244,793 47	1,063,662 56
Total	5,481,467 18	5,190,099 19	10,671,566 37

The total cost of maintaining the common schools during the year was as follows:

In the cities	$4,662,598 09
In the rural districts	4,945,305 72
Total	9,607,903 81
Corresponding total for 1870	9,905,514 22
Decrease for 1871	297,610 41

SCHOOL DISTRICTS.

The reported number of school districts in the State, exclusive of cities which have no such division, was as follows:

In 1870	11,372
In 1871	11,350
Decrease	22

This diminution results from the consolidation of small districts.

SCHOOL BUILDINGS.

The number of school-houses and their classification, according to the material of which they are constructed, were as follows:

	Log.	Frame.	Brick.	Stone.	Total.
Cities	...	48	315	11	374
Rural districts	127	9,866	867	494	11,354
Total, 1871	127	9,914	1,182	505	11,728
Total, 1870	127	9,904	1,162	502	11,695

Their number and classification, as reported for the years 1861 and 1871, were as follows:

	Log.	Frame.	Brick.	Stone.	Total.
1861	246	9,918	971	562	11,697
1871	127	9,914	1,182	505	11,728
Increase	...	.....	211	.....	31
Decrease	119	4	.....	57	.....

VALUE OF SCHOOL PROPERTY.

The following was the reported value of school-houses and sites:

	Cities.	Rural districts.	Total.
1870	$11,981,302	$8,445,110	$20,426,412
1871	14,606.903	8,861,363	23,468,266

The following was the average value of school-houses and sites:

In the cities	$39,055 89
In the rural districts	780 46

EXPENSES.

The sums spent in each year, since 1861, for school-houses, sites, fences, furniture, repairs, &c., were as follows:

	Cities.	Rural districts.	Total.
In 1862	$389,316 56	$210,852 44	$600,169 00
In 1863	242,547 53	189,961 40	429,508 93
In 1864	370,815 34	276,485 89	647,301 23
In 1865	516,902 04	282,258 66	799,160 70
In 1866	489,348 67	480,875 92	970,224 59
In 1867	1,012,482 87	700,624 14	1,713,107 01
In 1868	1,166,076 28	1,017,988 67	2,184,064 95
In 1869	1,401,464 03	1,053,988 98	2,455,453 01
In 1870	1,079,160 61	891,418 27	1,970,578 88
In 1871	692,862 79	901,198 14	1,594,060 93
Totals	7,360,976 72	6,002,652 51	13,363,629 23

NUMBER OF PUPILS.

The whole number of children between the ages of 5 and 21 years, as reported, was as follows:

	Cities.	Rural districts.	State.
In 1870	623,201	857,560	1,480,761
In 1871	645,128	857,556	1,502,684

The apparent decrease in the rural districts arises from the fact that in 1871 Long Island City, with an attendance of 2,032, assumed its place in the enumeration of cities.

AGGREGATE ATTENDANCE.

The aggregate number of days of attendance for each of the last five years was as follows:

	Cities.	Rural districts.	Total.
1867	34,432,493	42,167,499	76,599,992
1868	36,047,805	47,349,445	83,397,250
1869	38,125,791	48,952,174	87,077,965
1870	40,907,063	49,396,980	90,304,043
1871	39,096,552	53,511,055	92,607,607

AVERAGE ATTENDANCE.

The average daily attendance for the same period was as follows:

	Cities.	Rural districts.	Total.
1867	164,565	255,392	419,857
1868	166,645	279,223	445,868
1869	178,607	289,814	468,421
1870	192,623	292,082	484,705
1871	195,230	298,418	493,648

LENGTH OF SCHOOL YEAR.

The average length of school terms in 1871 was:

Cities	41 weeks 4 days.
Rural districts	32 weeks 4 days.
State	35 weeks 1 day.

CLASSIFICATION OF PUPILS.

Number of pupils instructed in all schools for 1871:

In the common schools	1,028,110
In the normal schools	5,807
In the academies	30,370
In the colleges	3,194
In the private schools	135,433
Total	1,202,914

NUMBER OF TEACHERS.

The following number of teachers was employed in the common schools:

Males	6,481
Females	21,773
Total	28,254

SALARIES OF TEACHERS.

The amount expended for teachers' wages was as follows:

Cities	$3,066,787 94
Rural districts	3,586,305 11
Total	6,653,093 05

The average annual salary for each teacher was:

Cities	$645 37
Rural districts	273 38
State	372 86

STATISTICS OF NORMAL SCHOOLS.

Number of such schools, exclusive of New York City	8
Whole number of pupils	1,637
Average number in attendance	1,070
Average age of pupils: males	19.6
Average age of pupils: females	19.4
Number of graduates: males	33
Number of graduates: females	163
Total	196
Total receipts	$135,789 48
Total expenses	127,712 89
Balance	8,076 59

SCHOOL LAW.

No changes have taken place in the school law during the year ended September 30, 1871. Under the continued influence of the free-school act of 1869 the most advanced position yet reached by the schools has been fully sustained.

TEACHERS' INSTITUTES.

New York has maintained teachers' institutes for a quarter of a century. They are held annually in nearly all the counties for a period of two weeks; they have increased in favor with the teachers until the annual attendance amounts to 80 per cent. of all those employed in the counties in which the institutes are held. Within the last calendar year institutes were held in fifty-seven counties of the State, besides one for the teachers of Indian schools on the Allegany and Cattaraugus reservations. The attendance of teachers amounted in the aggregate to 10,413.

EDUCATIONAL ASSOCIATIONS.

The State association of school commissioners and city superintendents met at Utica the second Tuesday in May. The advantage of holding the meetings of this body separate from those of the State teachers' association was fully demonstrated, and the plan was continued by appointing the next convention at Rochester the 21st of May 1872.

The State teachers' association held its twenty-sixth anniversary in the city of Lockport during the last week of July. It was one of the most successful meetings in the history of the association. Teachers' associations are also maintained in many of the counties, and these various organizations impart spirit and energy to the school system.

NORMAL SCHOOLS.

Besides the flourishing normal school, which is used and supported exclusively by the city of New York, there are now eight State normal schools in full operation, two of which (viz: those at Buffalo and Geneseo) were opened during the year. The estimated value of the ground, buildings, furniture, and appliances used by these schools is $829,739. An annual expenditure of $150,000 will be required to maintain them.

In the circular of these schools it is stated that "the design of the schools is to furnish competent teachers for the public schools of the State."

Each county is entitled to twice as many pupils as it has representatives in the assembly.

To gain admission to the schools pupils must be at least 16 years of age, and must possess good health, good moral character, and average abilities. Tuition and the use of all text-books are free, and arrangements are made by which the necessary expenses of living are brought to a minimum for students.

Many of these schools afford students the advantage of well-selected libraries and special facilities for the pursuit of natural science. This is particularly true of the schools at Cortland and Oswego.

All of these schools have training schools connected with them, and in four of them the training school embraces an academic department. It is especially urged by the superintendent of public instruction that every effort should be made to preserve the original aim and legitimate purposes of the schools, namely, "the education and discipline of teachers for the common schools of the State."

INDIAN SCHOOLS.

Under the provisions of the laws of 1856, the superintendent of public instruction is "charged with providing the means of education for all the Indian children in the State," and is directed to establish schools in such places and of such character and description as he shall deem necessary. In accordance with the provisions of this act schools are maintained on seven reservations, and a petition received from David L. Pharaoh, signing himself "King of the Montauk Indians," praying for the establishment of a State school for his tribe, received favorable consideration.

Great obstacles are encountered in these schools from the indifference of the parents and consequent irregularity of the scholars, from the fact that the children are not familiar with the English language, from frequent changes of teachers, and from the necessary employment, in many instances, of inexperienced teachers, the small salaries offering no inducement to those of experience. The schools have, however, made important progress during the year, and many interesting and suggestive facts are presented in their reports.

OBJECT LESSONS.

The object method is found to be the best adapted for the development of thought on the part of these Indian children, who have not been accustomed to think, and where Indian teachers have been qualified for the position they have succeeded better than white teachers, for the obvious reason that, understanding both the English and Indian languages, they are better able to reach the understandings of these pupils. Their employment is also a great pecuniary advantage to the State. The most satisfactory report is from the schools on the Allegany and Cattaraugus reservations.

A QUAKER MISSION.

The Quaker mission, adjoining the Allegany reservation, of which Abner Woolman is superintendent, has kept a boarding-school in successful operation for years, in which some twenty-five Indian girls are instructed in the proper performance of household duties, as well as in the ordinary branches of school education. This mission has also erected a new school-house on the reservation, and generously donated it to the State.

INDIAN CITIZENSHIP.

J. Knecland, esq., superintendent of Indian schools on the Onondaga reservation, reaffirms the opinion, expressed by him in every annual report from 1864 to 1871, "that while the great State of New York can not withdraw her aid from Indian schools without doing herself and her dependent *protégés* a serious wrong, she should change her general Indian policy so as to make American citizens of the Indians who still remain within her limits, at the earliest possible day."

CONGRESSIONAL LEGISLATION CONCERNING SCHOOLS.

The superintendent, Abram B. Weaver, presents very fully his views upon the bill "to establish an educational fund, and to apply the proceeds of the public lands to the education of the people."

He approves of the professed object of the bill and the basis of distribution presented therein, but takes exception to two of the conditions, upon compliance with which a State is entitled to its share of the apportionment. The first is that which requires a report of specified statistics to be made for each year, ending the 30th day of June. The second is that which directs that the apportionment by the designated State officer to the several school districts which have maintained free schools for at least three months in the preceding year shall be made "immediately upon the receipt of the certificate" of apportionment to the State. It is feared that compliance with the first condition will greatly interfere with the established order of reports and the best time for collecting reliable statistics, and that the second condition is a possible entering-wedge for national interference in State systems.

ALBANY.

CONDITION OF SCHOOLS.

The attendance shows a gratifying increase over the preceding year, being 1,121 in the registered number and 812 in the average attendance. The percentage of attendance, 75, is not as large as in many other cities, but is gradually improving. The schools show a steady and healthy growth. The late examinations were unusually satisfactory. The great want of the schools is an increase of accommodations for primary pupils. The increase of school facilities has not been commensurate with the growth of the city.

THE FREE ACADEMY.

The academy makes its fourth annual report. In September, 1871, 121 pupils were admitted to the first-year class on the certificate of the examining committee. The percentage of attendance for the year is 96; and it is worthy of remark that since the establishment of the academy the percentage has never fallen below this. The graduating class of last year was composed of 27 young ladies, 23 of whom after examination received certificates of qualification as teachers, and 21 were almost immediately appointed to situations.

Under its present able management, the academy gives evidence of great efficiency and power as a means of mental culture. It is an acknowledged success, and is accomplishing all its friends have ever claimed for it.

AUBURN.

ATTENDANCE.

The number enrolled in school for the year is 2,763. The average attendance was 1,500. There are 46,310 days' absence and 13,116 cases of tardiness reported, with a loss of 2,290 hours, or nearly 400 school days. In a pecuniary point of view alone, the effect of so much absence and tardiness is startling. Nearly one-seventh of all the moneys expended by the board during the past year has been wasted by absent and tardy pupils. Only 4 pupils from all the schools have been neither absent nor tardy during the year. The superintendent is convinced that "the first duty of a secular education is to inculcate the necessity of punctuality and regularity." Also that "it is the province of the board of education to insist that the public schools shall not be made a convenience of which pupils may avail themselves at pleasure, nor subservient to the varied and not always reasonable demands of social life."

OSWEGO.

TEACHERS AND SALARIES.

Most of the teachers at present employed in the Oswego schools are graduates of the State normal school of that city, and it might reasonably be supposed that this source of supply would prove abundant; but it is possible to secure the services of only a limited number who have received the highest training of this institution, for the reason that they receive offers of more remunerative situations in other localities. The progress of the schools has also been affected unfavorably by the resignation of some of the most experienced teachers to accept better salaries abroad, and the appointment of teachers of little or no experience to fill the vacancies. Not less than ninety teachers have left the employ of the board during the past five years, a majority of the number to accept more lucrative situations.

The time and means expended in preparation for this most important avocation are too frequently overlooked, in making the estimate for the suitable compensation of the teacher. There is no doubt that the remuneration should be somewhat commensurate, not only with the labor to be performed, but also with the time and means expended in qualifying for a position of so great responsibility. From nearly two hundred graduates of our training school, for the years 1869, 1870, and 1871, forty-one were employed in the city schools, and eighteen of this number still remain in the employ of the board. Ten of these are residents, while of the twenty-three who have resigned, only one resided in the city, showing a decided advantage in the employment of resident graduates, whenever continued service is a desideratum.

ABSENCE AND TARDINESS.

Irregular attendance is one of the most fruitful sources of evil connected with our public schools, and any plan which may be adopted by the board with the expectation of diminishing this evil should receive the hearty co-operation of parents. But many parents consider the rules arbitrary, interfering with their prerogatives, and claim the right to detain their children from school when they please. The last year, however, shows considerable improvement in these respects. The number of days absence was 39,097, 16 per cent. less than the average for the last four years; while the number of pupils tardy, 17,587, was 11 per cent. less than the average for the last four years.

ROCHESTER.

ATTENDANCE.

In addition to the ordinary causes affecting the average attendance during the year past, in all the schools, two others have tended seriously to affect the general result. The extensive improvements in one of the school-buildings made it necessary for the school to seek accommodation elsewhere during several months.

It proved impossible to obtain room sufficient for all the regular attendants, and little more than half the number of pupils were in attendance during this time. The movement of the Roman Catholics in establishing parish schools, upon which they compel the attendance of their children, has also affected the general attendance upon the public schools.

An attempt has been made during the last few years to prevent truancy by the employment of two school policemen; but their work, under the limitations which public opinion prescribes for them, has thus far been confined mainly to the children whose names are on the school register and to the few whose parents or guardians have invoked their aid.

DRAWING.

About two years since Bartholomew's system of drawing was introduced into the schools, meeting with most decided opposition on the part of quite a number of the patrons. For the first year, the superintendent was compelled almost literally to fight his way against the hostility of parents and the indifference and neglect of many of the teachers. During the school year just closed, the teachers have received instruction in drawing on Saturday mornings. In order to stimulate the pupils, a prize of $5 was offered for the best set of drawings, in each of the first five grades. As the result of these combined efforts, drawing has been established as a regular exercise in all the grades.

GERMAN.

A German teacher has been engaged, and with the opening of the school year, in September, the study of the German language will be introduced into the schools.

SYRACUSE.

ATTENDANCE.

The time lost by absence during the year is equivalent to 373 pupils losing an entire year. "There seems," says the superintendent, "no remedy for this but a more stringent requirement from the board in respect to receiving excuses for absence; a rule that for all absences, except sickness, the pupil shall not be considered as belonging, or be permitted to attend school, for the remainder of the month in which such absence may occur. If this course should cause a pupil to fall behind his class, let him go into the next lower class until by extra study he may be able to regain his proper standing." During the year there have been 631 suspensions for irregularity of attendance, 209 of which were not reinstated. The superintendent is convinced that it will soon be found necessary to use police force to compel attendance at school.

NO NEED OF CORPORAL PUNISHMENT.

Suspension has proved more effectual than corporal punishment in governing schools. After five years of trial the schools are in better order than when corporal punishment was permitted.

DRAWING.

Regular instruction in drawing has been given in all the grades for two years, and, though without the advantage of experienced teachers, good progress has been made. Drawing is substituted for writing twice a week, and it has not been discovered that the writing has suffered in consequence.

UTICA.

SCHOOL ACCOMMODATIONS.

Utica owns seventeen school-houses, valued, together with the grounds, furniture, apparatus, &c., at $287,673.76. Still there is a lack of school accommodations. The total number of sittings is nearly one thousand less than the enrollment. The pressure has been relieved, as far as possible, by renting rooms, and teachers have received pupils in excess of the regular number, by providing temporary seats. Still many pupils have been excluded from the public schools, and obliged to attend private schools, or, as is too often the case, left to run in the streets.

DRAWING.

The Bartholomew system of drawing was introduced in the schools at the commencement of the year. Although the study has been conducted by the regular teachers without the aid of a special teacher, the results have been so satisfactory that the continuance of the present method is recommended.

EVENING SCHOOL.

The first evening school was established in December, 1868. Since that time it has been in efficient operation during the winter months. Last session 150 pupils were enrolled, of whom a large proportion were factory operatives. Taking into consideration the limited time of its sessions, this school is hardly inferior, in regard to regularity of attendance, maintenance of order, and proficiency in studies, to any of our ward schools. That its benefits are fully appreciated by the class for which it is intended may be inferred from its crowded condition. Indeed, the lack of accommodations will soon necessitate the opening of another evening school.

BUFFALO.

ORGANIZATION.

The annual increase of the expenses of the department has been disproportionate to the increase of the number of pupils. The relief which the tax-payers demand can not be obtained under the present system of maintaining a full graded school in each district. The consolidation of the higher grades and the union of contiguous districts will not only make the schools more efficient, but will also materially lessen the annual expenditures. The city maintains 23 grammar schools, with a full corps of teachers in each, when the same work could be more efficiently done in 10 schools, and at a much less expense. Under the present organization 24 male principals are employed, at a

salary entirely inadequate. The work could be as well done by 10 male teachers, to whom a liberal salary could be afforded. The work of class-instruction should be given to female teachers. Such a reorganization of the school system would lead to the correct division of the schools into grammar, intermediate, and primary.

SCHOOL ACCOMMODATIONS.

The want of sufficient school accommodations seriously interferes with the success of many of the schools. At least 2,000 pupils could be added to the number now attending the schools, if they could be accommodated.

The city is also behind many others in adopting modern ideas regarding the internal arrangement of school-houses. The buildings recently erected are arranged in accordance with modern plans, but no effort has yet been put forth to remodel the old-style buildings.

ATTENDANCE OF PUPILS.

The average term-registration of pupils has been 14,525, and the average daily attendance per term has been 10,660. The measures hitherto adopted to remedy the growing evil of irregular attendance have been ineffectual. The enactment of a truant law, giving to the police authorities power, under certain restrictions, to compel the attendance of pupils at school, on complaint of the teacher or parents, would be the simplest and most effectual method to overcome the difficulty.

ATTENDANCE OF TEACHERS.

The adoption during the year of stringent measures—the superintendent even having in some cases exercised the right of suspension granted by the charter—for the purpose of securing greater punctuality on the part of teachers, was found imperatively necessary, and the results have been most satisfactory. The number of absences per month was reduced nearly three-fourths, only 23 days' absence being reported for December, and the number of tardinesses one-half. This is a great improvement upon last year.

SALARIES OF TEACHERS.

The salaries of female teachers, with a few exceptions, compare favorably with those of other cities, but the salaries of male principals are fixed at so low a figure that they are driven elsewhere to seek proper remuneration for their services. This narrow policy has injured our school system more than any other influence. The salary of male principals should be at once raised to $2,000 or $2,500 per annum, and teachers not worth the increased compensation should be dismissed.

STUDY OF GERMAN.

The German language is now taught in twelve different schools as an elective study. The number of pupils pursuing the study during the year has been 633, and seven teachers have been employed. It is recommended that this study be incorporated into the graded course, especially in the German districts.

DRAWING.

The progress in drawing during the year has been very satisfactory, and demonstrates an increasing interest in this most important addition to the course of study. The opposition at first manifested is gradually dying out, and at present, with rare exceptions, a general appreciation of its value is exhibited. The facilities for giving instruction in drawing should be extended by establishing an evening school for mechanical and industrial drawing.

THE COLORED SCHOOL.

This school more fully meets the wants of the colored people at the present time than ever before in its history. The total registration is 87; the average attendance, 60. The colored people who are owners of taxable property in the city have made frequent application for permission to send their children to the schools of the district in which they reside, claiming this privilege on account of the assessment of taxes upon their property for the erection and repairs of school-buildings. The charter provides that the city shall maintain separate schools for white and colored children. The authority to comply with the request of the colored people is not vested either in the superintendent or the common council. It is regarded by competent legal authority

that the civil-rights bill invalidates all State legislation which deprives them of the equal rights granted by the Constitution to all citizens of the Republic. The practicability of admitting them into the graded schools has been demonstrated in other localities. Whether the sentiment of this community will sanction such an innovation upon the established customs and usages of the department is a subject for serious consideration.

ASSESSMENTS OF PUPILS.

Unlike the schools in several of the larger cities, pupils are here compelled by ordinance to purchase their own text-books, except when in indigent circumstances; and a term-tax is imposed for the use of ink and pens in the writing exercise, no provision being made for the supply of these articles to the schools. Subscriptions have to be resorted to to raise funds for the purchase or rental of musical instruments used in the schools. If we desire to popularize our educational system, it must be divested of all petty assessments tending to excite the opposition of the public, and whatever outlay may be necessary should be defrayed by taxation.

NEW YORK CITY.

ATTENDANCE OF PUPILS.

The whole number of pupils who received instruction during some portion of the year is reported as 234,686; the total average attendance, 103,243. The large decrease in the number of pupils taught this year—amounting in the aggregate to 5,078—taken in connection with the small diminution of the average attendance, shows, probably, a less degree of fluctuation in the population of the city, occasioning a diminished number of changes from school to school, or perhaps a more careful registration of pupils on the part of the teachers. The latter was certainly the case in the evening schools; and in these schools the decrease was greater in proportion than any of the others. The prevalence of small-pox has likewise had the effect to diminish the attendance considerably in many of the wards of the city.

COMPARATIVE NUMBER TAUGHT.

The recent census returns show that the whole number of children residing in this city, aged from five to nine years, inclusive, is 100,598. This, of course, includes nearly all the pupils in the primary departments and schools, and many in the lower classes of the grammar schools, the average attendance in the former of which was 53,344; while the whole number of pupils taught in these schools during the year is reported at 127,651—evidently greatly swelled beyond the actual number by the constant change from school to school, and the consequent recounting of pupils in several of the schools. The whole number of children, residents of the city, aged from five to fourteen, inclusive, is returned by the census as 197,363, which must include nearly all our school-attendance; while the number taught, exclusive of evening and normal schools, is reported as 211,110; evidently much larger than the actual number of different children attending the schools some portion of the year. After all the allowance made on that account, these numbers, taken in connection with the large number of pupils who attend the evening schools as well as the private and parochial schools, completely disprove the statement that any considerable portion of our school population is growing up without acquiring an elementary education at least.

REGULARITY OF ATTENDANCE.

The average number of pupils on register in all the day schools was 112,957, and the percentage of absentees 18¼. The pupils of the male grammar schools are the most regular in attendance, and those of the colored schools show the greatest degree of absenteeism; while the difference in regularity in the attendance of the primary department and the primary schools is considerably greater than existed during the previous year. This circumstance seems to show most conclusively that the arrangement of one grammar school and one primary department in a single building is the most convenient and the most popular; more especially as the primary departments are very often greatly overcrowded, while large, commodious, and comfortable buildings for separate primary schools are scarcely filled to one-half of their capacity; the schools therein being conducted with equal care and efficiency to those of the primary departments.

ACCOMMODATION AFFORDED BY THE SCHOOLS.

A comparison of the annual average attendance in each class of schools with the actual sitting accommodation afforded in each, including the number of seats in the class-rooms, and seats for one class in the main room, shows the excess of sitting ac-

commodations over the average attendance to be 23,872. This excess, when compared with other returns, proves that in the arrangement of the class-rooms there is an allowance of considerably less than 80 cubic feet of space for pupils; and brings up the question very forcibly, whether too many children are not crowded into the rooms, and thus proper ventilation rendered impossible. It is believed that such is the case, and it is suggested that the apparent excess should not be accepted as evidence that there is room for a corresponding increase of attendance. In very many schools the rooms are quite small, and by far too many seats are placed in them. The health of teachers and pupils is quite often irreparably injured from this circumstance.

EXAMINATIONS.

Examinations have been held in the several schools during the past year; most of them being visited twice for that purpose. The whole number of classes examined during the year is 2,025, besides which forty classes were inspected without being minutely examined.

MANAGEMENT OF SCHOOLS.

There is no doubt that this is the true standard of excellence in the management of a school: that the organization should be perfect, each part working in harmony with every other part, and all conducing to produce the effect designed. If this is the case, the principal alone is entitled to the credit of it, and, where it is wanting, the principal alone is answerable for the deficiency. It is very gratifying to know that, while so strict and just a standard has been applied, only seven schools out of 183 have been found greatly deficient.

It presents additional evidence that the schools are in the hands of faithful as well as skillful agents, and that they are using, to the best of their ability, the various instrumentalities with which they are supplied to attain successfully the object of the system.

COMPARATIVE PROGRESS OF THE DIFFERENT GRADES.

The male and female grammar schools have improved in discipline, spelling, writing, and highly in arithmetic, but have retrograded in reading. The primary schools and departments have improved in spelling, but in the other branches, as well as in discipline, they have retrograded, and the colored schools have retrograded somewhat in instruction, while in discipline the average is the same. The female grammar schools are considerably superior to any of the other classes of schools, and the colored schools are inferior to all the others. The discipline is superior to the instruction in all the schools.

COLORED SCHOOLS.

It is regretted that so unfavorable a report of the colored schools must be made. But while, in a comparative statement, they appear to great disadvantage, it must be borne in mind that, in the case of these schools, the basis of comparison is very small, being altogether only 45 classes out of a general aggregate of more than 2,000. Some of these classes are very well taught, and the greater part are quite commendable, being either excellent or good. Only 6 per cent. of the classes appeared to be below this standard in discipline. These schools labor under great disadvantages. They are scattered at very wide intervals over the city, and many of the children are obliged to walk miles to attend school. The circumstances of their parents are often such as to compel them to keep their children from school during a part of each week, and quite often during the entire summer months.

DISCIPLINE.

The schools, taken as a whole, present about the same condition, in respect to discipline, as in the report of last year; but it is very gratifying to find that the returns show a marked improvement in the male grammar schools, which appears to indicate that the teachers, becoming accustomed to the new modes of coercion, are meeting with less difficulty in keeping their pupils under proper control.

This, however, must always be a very trying part of the teacher's task, and should constantly receive the most judicious and effectual aid of the principal. When the class teachers are made to bear the entire burden of the labor and responsibility of this task, it can never be satisfactorily performed; and, on the other hand, those teachers who depend, to too great an extent, upon the principal's support, expecting an interposition of his authority even in minor cases of difficulty, must necessarily fail to acquire the requisite control of their pupils. The discipline of the female grammar

schools appears to be even better than last year, 92 per cent. of all the classes examined being reported as excellent in this respect.

The discipline of the grammar schools is, upon the whole, in a very creditable condition, and speaks well for the managing skill of the teachers, who can no longer avail themselves of the old method of coercion.

SUSPENSIONS AND EXPULSIONS.

The number of suspensions and expulsions from the schools during the year is as follows: From male grammar schools, 177; female grammar schools, 9; primary departments and schools, 139; colored schools, 2; in all, 327. Many of these pupils have been admitted into other schools and are enjoying the benefits of their instruction and discipline. A by-law, recently enacted, while it very properly forbids the permanent or final expulsion of any pupil from school, adds very greatly to the means of coercion at the disposal of the principal, since it prevents any pupil suspended from one school from obtaining admission into any other school without an exposure of the circumstances connected with his delinquency, and such evidence on his part as will justify such admission. Satisfactory results are anticipated from the working of this measure.

READING.

While the classes of the grammar schools, both male and female, can not justly be reported as decidedly deficient in reading, they have not in the examination of the past year come up to the standard of excellence adopted by the department.

Complaints are justly made that many of the lessons do not contain any information such as would arrest the attention of the pupils. Books are needed which contain lessons not only interesting but instructive. Selections from natural history could be presented, written in an entertaining style, which would charm the pupil, and the analysis and explanation of them would afford delight and profit. The objects referred to might be used as the material for lessons which would tend to develop the intelligence of the children to a far greater extent than very much of the object-teaching as now given.

Much of the time spent in reading exercises is to some extent thrown away. The pupils are listless while they are engaged in them, and the teacher conducts them in a merely perfunctory manner. They ought to be full of life and spirit. The teachers should bring to bear in the illustration of these lessons all the resources of their intelligence and information, and the pupils' mental activity should by means of them be stimulated to the highest degree. It is not enough that pupils should be interested, although many of the compilers of reading-books seem to think so. Their tastes must be improved and elevated, and their appetite for knowledge satisfied. Then they will learn to love books, and will know how to select and use them.

SPELLING.

There is a decided improvement in both the grammar and primary schools in this branch. The percentage of deficiency is, however, still too large, and it is hoped that it will, during the ensuing year, be considerably reduced. Besides the general test of writing extempore compositions on the slate, and brief lists of selected test-words in good and frequent use, special inquiry has been made into the spelling of ordinary personal names presenting any difficulty, and of those geographical names which are often employed in directing letters. No foreign names have been used in the examination, except such as are of commercial importance.

DEFINITIONS.

The teachers, with few exceptions, appear to be employing judicious means in order that their pupils should understand what they read, as well as the meanings and uses of all terms employed in connection with the other branches of study.

ARITHMETIC.

The aggregate of excellent and good results in this branch in the different classes of schools, as compared with last year's report, shows a slight improvement, except in the primary and colored schools. In the former of these, however, it is still, as during the preceding year, in advance of all the other subjects. In the female grammar schools it is far behind the other studies; although these schools still keep in advance of the male grammar schools in this respect.

Many of the teachers now realize the importance and benefit of varying the form or

style of giving out examples—especially practical—putting the pupils more upon their own resources, and compelling them to think and reason for themselves. This and other favorable indications, such as the more general tendency to brief and clear explanations, seem to promise more intelligent and decided progress than has yet been attained.

WRITING.

There is but little improvement to report in this branch. The classes, which were decidedly commendable, being either excellent or good, are, in the male grammar schools, 88 per cent. of the whole; in the female grammar schools, 96 per cent.; in the primary schools, 83 per cent.; in the colored schools, 81 per cent. Last year the returns showed 82 respectively. The variation is for the better.

Slate-writing is practiced universally, and generally with beneficial results. A free and legible handwriting is now quite common, even in the eighth grade or lowest classes. The extent of the practice in slate-writing and the creditable results attained have undoubtedly had a salutary effect upon the penmanship of the schools, the lower classes especially. The pupils in most of the schools now take great interest in their work with the pen, and improved results naturally follow.

DRAWING.

The instruction in drawing needs to be graded and methodized to be made perfectly effective. It is, however, carried on in most of the schools with a degree of success which, under the circumstances, is worthy of commendation. The special teachers employed for this purpose seem to be earnest and capable, and with a properly-arranged course of instruction for this branch, their services would prove a most valuable addition to the educational agencies of the system.

GEOGRAPHY.

This important and useful branch is intelligently and successfully taught. More practical instruction, however, in the geography of home and its surroundings would be interesting and profitable to the pupils. In connection with elementary geography, the pupils should be taught the cardinal points of the compass and how to find them. They should be able to distinguish and point to them from the position of the school or class-room.

OBJECT-TEACHING.

In the matter of object-teaching there is still a great lack of uniformity in the character and results of instruction; although general progress has been made during the past year. Most of the teachers knew nothing of the principle or practice of object-teaching when they entered the schools. Their own education had been obtained under a widely different plan, one where the prevailing modes of teaching led chiefly to an exercise of memory. A common mode of conducting lessons in the primary classes then consisted of asking questions and teaching answers to them, rather than a process of training pupils in habits of seeing, doing, and telling.

Under such conditions it is evident that improved methods could be introduced into the schools, if introduced at all, only by means of external influences. The visitation and annual examination by the superintendents, and the training given in the Saturday normal school, to such teachers as chose to attend, were the chief influences available for securing the general instruction of new methods of teaching.

In the establishment of the normal college and the model primary school there is now provided an important additional means for further improvement of the character of primary instruction in our public schools.

LICENSING OF TEACHERS.

During the past year licenses have been conferred upon 135 persons, 18 males and 117 females. It is desirable that the standard of requirement should be raised, and this will probably be effected as soon as the female normal college may be expected to realize the anticipations of its founders. As soon as the requirements are definitely fixed for a diploma of graduation from that institution, it would be unjust that a full certificate of license should be issued on any inferior standard of qualification. While those who are not graduated should not be excluded from employment as teachers, it would be unjust to license those of inferior qualifications to the graduates.

The present system of awarding unqualified licenses to those who have no experience, no assumed skill, and no mature scholarship, is of questionable expediency and at variance with the practice elsewhere.

ABSENCE OF TEACHERS.

Some of the schools suffer greatly from the absence or irregularity of invalid teachers. The whole number of days thus lost during the year was 18,794, averaging 9 days for each teacher, and 4 per cent. of all the days of service. The matter is one of importance, and should be kept under careful surveillance. While it is right that conscientious and faithful teachers should be treated with consideration when incapacitated by sickness from attending to their duties, some arrangement should be made by which their classes would not be neglected during their absence, as is now often the case.

NEED OF SCHOOL LIBRARIES.

The want of some kind of library for the use of pupils is plainly indicated by their lack of general information, and of a taste for profitably interesting books and subjects. A well-selected library of small volumes, such as might be easily chosen, and at little cost, is so great a necessity, that so long as the schools are without it, the system of public instruction is not only defective in a very important particular, but is really mutilated. In Boston and other large cities, there are school libraries and free public libraries, which boys and girls are permitted and encouraged to use. In the city of New York there is almost nothing.

EVENING SCHOOLS.

The evening schools, which closed their sessions in February last, were all visited, and the classes in each were carefully and minutely examined. The character of the instruction, as ascertained by these examinations, was, in 36 of these classes, excellent; in 119, good; in 51, fair; and in 10, indifferent or bad; that is to say, 28 per cent. of the classes examined were decidedly deficient; while in the day schools only 9½ per cent. of more than 2,000 classes were deficient to this extent. The number of pupils on the register of the schools, at the time of the examination, was 9,696, of whom 5,311 were examined. Of these pupils, only about 25 per cent. were below the grammar-school grade; and of these nearly all were above the third primary grade.

There is a very great difficulty in obtaining for these schools teachers of the requisite capability for the special and peculiar duties which must necessarily devolve upon them. Those who, in the ordinary way and with the ordinary agencies, are able to succeed in the day schools, are not always competent for the evening service. At the present time too many primary-school teachers are employed whose age and experience are inadequate for the performance of the task which they assume. Teachers of mature judgment and extensive general information, tact in management, and, above all, an earnest spirit, are especially needed.

LECTURES.

It would be desirable to make provision for the delivery of useful and interesting lectures in all the evening schools specially adapted to the wants of the pupils, and calculated to make a deep moral impression, enkindling or encouraging an ambition for excellence and a love of rectitude and truth.

AMERICAN MUSEUM OF NATURAL HISTORY.

The past year has been one of marked growth and increased prosperity for the museum. Twenty thousand dollars have been raised to pay off all obligations on the collections, including the rare and artistically mounted specimens selected from the extensive properties of Madame Verreaux and Madame Verdey, of Paris, and all these valuable collections have been safely received, and are now placed on public exhibition. More donations of specimens have been received during the past few months than in the three years previous.

In order to exhibit these additions, the department of public parks has provided several new cases in the two upper stories, filling up all the available room, and has also appropriated a part of the lower floor, which will soon be occupied. The plans for the new building to be erected have been completed, and the preparation of the ground is already far advanced.

Specimens and books are constantly offered to the museum at reasonable prices, and one of the largest collections of birds and works on ornithology in the world is soon to be offered for sale in Europe; hence, it is urged that the subscription list of the museum be increased from $80,000 to $200,000 at once.

Nearly every day the halls are thronged with visitors, numbering frequently from 5,000 to 10,000.

STATE NORMAL SCHOOL AT ALBANY.

The school year of 1871 was one of continued prosperity. The average time spent in teaching before entering the school was two terms. The number of graduates last year was 59. The course of instruction and practice occupies two years. Pupils are, at the proper stages of their progress, required to teach in the model and primary schools for a term of nine weeks, under the supervision of the president.

STATE NORMAL COLLEGE AT BUFFALO.

The school is organized in two departments, a normal and a training school. The trustees design to connect with it a scientific and collegiate department. Students desiring to pursue the courses must pass the entrance examination to the normal course.

STATE NORMAL SCHOOL AT FREDONIA.

The course of study occupies three years; but pupils may be admitted to any class on examination.

THOMAS ASYLUM FOR ORPHAN AND DESTITUTE INDIAN CHILDREN.

The number of children reported in this institution at the close of the year ended September 30, 1870, was 99. At the commencement of the present year 2 were received and 15 discharged, leaving 86, of whom 65 remained through the year. There were received during the year 26, making a total of 112, of whom 61 are boys and 51 girls. There was 1 death during the year, and 22 were discharged, leaving at the close of the year 89, of whom 50 are boys and 39 are girls.

The receipts for the year were as follows:

From the State of New York for the support of children	$7,112 46
Share of general appropriations to incorporated asylums	569 75
United States Indian Department	1,000 00
Donations and voluntary contributions	98 25
Annuities of Indian children	255 58
Labor, and sale of various articles	104 99
Total receipts	9,141 03

The total expenditures for the year amounted to $8,559.47, and certain bills not yet settled will increase this amount by $200, leaving in the hands of the treasurer $381.56. Improvements are in progress which, when completed, will facilitate such industrial operations as may be carried on by the children, and thus reduce the cost of sustaining the institution.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

This institution is by far the largest of its kind in this country, and, probably, in the world. There are five classes of pupils under instruction, as follows:

1. Children of indigent parents, between 6 and 12 years of age, placed therein under the provisions of the laws of 1863 by the town overseers of the poor, or by supervisors. They are supported, at a cost of $230 each, by the counties respectively from which they are sent, and are called county pupils.
2. Children of indigent parents, between 12 and 25 years of age, appointed by the superintendent of public instruction, under the laws of 1864. These are State pupils, and an appropriation of $300 each per annum is made for their support. Their clothing, at the rate of $30 each per annum, is paid for by the several counties from which they are appointed.
3. Pupils paying for their tuition and maintenance.
4. Pupils, between 12 and 25 years of age, supported by the State of New Jersey.
5. Pupils supported by a scholarship created by the late Thomas Frizzell Thompson, and known as the Frizzell fund, and which yields an income of about $300 per annum.

It is required by this department that the certificate for establishing the indigence of parents in order to secure the appointment of their deaf-mute children as State pupils shall be signed by the overseers of the poor. This inquisition, which is often made to ascertain the fact of indigence, deters many worthy persons from any effort to secure the benefits of the institution for their unfortunate children.

It is almost universally the case that paying pupils are not continued as long under instruction as State pupils, and are thus deprived of opportunities of incalculable ad-

vantage to them. In the States of Ohio, Indiana, Illinois, Minnesota, and Iowa, education is free for the deaf-mute children of rich and poor, and, since the argument for their education is not founded on charity to the individual, but on the public welfare, it seems that the statute of this State should be at least so modified as to authorize the appointment of children as State pupils whose parents, though not indigent, are too poor to pay for their maintenance at this institution.

This school is free from debt, and possesses twenty-eight acres of land, worth, independent of the buildings upon it, not less than $700,000, a property permanently dedicated by law to the education of the deaf and dumb.

Of the 29 teachers, 12 gentlemen and 5 ladies are deaf-mutes, selected from the graduates on account of their familiarity with the English language and rare facility for teaching their fellows in misfortune. The basis of instruction is the sign language, but there is also a department of articulation, numbering about 50 pupils. The high class of the institution, for which an additional term of three years is allowed by law for special pupils, is developing the education of the deaf and dumb to a superior degree.

INDUSTRIAL INSTRUCTION.

Instruction is provided for the pupils in mechanical trades, that they may have a means of support when they leave the institution. The girls are trained to dress-making, tailoring, plain and fine needle-work, and the use of the sewing-machine. The boys learn carpentry, cabinet-making, house-painting, shoemaking, tailoring, and gardening. It is proposed to add printing to the list of trades.

EPIDEMIC FEVER IN SCHOOL.

During the year ended September 30, 1871, about two months of instruction were practically lost by a visitation of typhoid fever, of which there were fifty-nine cases. Eight pupils and one teacher died. Various causes were assigned for the endemic character of the disease, but those in charge of the institution are of the opinion that it was attributable to leakage in the pipes leading from the house to the sewer, subsequently discovered and repaired, and to sluggish drainage consequent upon a deprivation of Croton water for a period of two weeks, about the time of the breaking out of the disease. This circumstance led to the appointment of Dr. S. D. Brooks as resident physician and superintendent of the domestic department.

The accomplished principal, Professor Isaac Lewis Peet, retains his position as head of the educational department, and has charge of the admission and government of pupils, and assigns pupils to their trades, in which instruction is given a portion of each day.

INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

The primary design of this institution was to furnish instruction, according to the articulative method, to those who became deaf after having acquired speech. Yet a considerable number of congenital mutes has been received, and the testimony of the teachers is that, with few exceptions, they have made as rapid progress in their studies as those pupils who had not entirely lost the power of speech.

NEW YORK INSTITUTION FOR THE BLIND.

This institution is in a prosperous financial condition, and it is believed that in capacity for usefulness and efficiency it will compare favorably with any institution of its kind in the country.

UNION THEOLOGICAL SEMINARY.

This seminary is open to students of every denomination of Christians. Those whose circumstances require it may be aided by the Presbyterian board of education, or the American Education Society, or from the seminary scholarship fund, which amounts to $50,000. Seventeen thousand volumes of the library are from the library of Leander Van Ess, chiefly rare and valuable works.

AUBURN THEOLOGICAL SEMINARY.

This seminary is open to every denomination of evangelical Christians. Indigent students may receive aid from the seminary scholarship funds, from the Presbyterian board of education, or the American (Congregational) Educational Society, to an amount not to exceed $250. A number of permanent scholarships has been established. The new library building, the memorial offering of Hon. William E. Dodge and Hon. Edwin B. Morgan, will soon be ready for use.

UNION HOME FOR SOLDIERS' AND SAILORS' ORPHANS.

By a recent legislative enactment, this institution receives from the county of New York a *per capita* allowance according to the age of the children under its care. The number of children under the care of the institution, March 5, 1872, was 73 girls and 150 boys; total, 223. The expenditure for the year amounted to $39,093.67.

The boys are, as far as possible, instructed in trades. A shoe-shop has for some months been in successful operation. The boys employed in the shop make their own shoes, and the oldest boys have been appointed to positions in the money-order department of the post-office, and are filling them creditably. The report of the school department shows it to be in a very satisfactory condition. The school is continued through the year with no vacation.

HOME FOR THE FRIENDLESS.

The report shows 457 children in the home during the year. Number in home-school, 227. There are also connected with this institution 11 industrial schools. The home is now in its thirty-ninth year.

WARTBURG ORPHANS' FARM-SCHOOL.

This institution, located at Mount Vernon, Westchester County, New York, was organized in 1866, under the auspices of the Evangelical Lutheran Church. Sixty-three children have been received into the institution, and the expenditure for the year ended May 1, 1872, was $5,911.04. The children are of German and American parentage, and are all instructed in both languages.

NEW YORK JUVENILE ASYLUM.

The original design of this asylum was to reach the juvenile vagrancy of the city, and in this it has been most successful.

There have been in the asylum during the year 1,124 children, of whom 517 have been discharged or indentured, leaving at the close of the year 607. The daily average for the year is 618. Whole number since the opening, 15,908. A fact worthy of note is that while in the earlier history of the institution the great majority of the children were committed by magistrates, and but few placed there by parents or friends, for the last few years the reverse of this is true; the great majority having been surrendered by friends. The average age of admission is 14.

Truancy and disobedience are the usual causes of commitment. Two-fifths of the number received could not read; three-fifths were orphans or half-orphans. More than one-fifth were of foreign birth, and nearly one-third of the parents were intemperate. The number indentured has averaged over 170 a year. A school is constantly maintained, and an industrial department is in successful operation. Both girls and boys are employed and instructed in trades.

HALF-ORPHAN ASYLUM.

Established in 1835, in the city of New York. Since December 15, 1870, 98 children have been admitted and 108 dismissed; of these 88 were returned to their friends, 18 were placed in situations, and 2 transferred to the Catholic protectory. Expenditure for the year, about $24,000.

FIVE POINTS MISSION.

There have been in this school during the year 875 children; average daily attendance, 401. Both the school and industrial department are in a flourishing condition. This institution is under the care of the Ladies' Home Missionary Society of the Methodist Episcopal Church.

HOUSE OF REFUGE OF CITY OF NEW YORK.

Incorporated in 1824. The managers report that the whole number of children received since the opening, in 1825, is 14,275. The number of inmates during 1871 was 1,371. Of these 502 were indentured or discharged, leaving January 1, 1872, 869 inmates. Of these 47 were colored. Of 681 admitted during 1871, only 69 were of American parentage. The average of admission is 14 years, 5 months, 18 days. Nearly one-half of those admitted during 1871 were half-orphans, and 42 were orphans. Four classes have graduated from the industrial department during the year, and every member of these classes voluntarily signed the pledge before leaving the institution. The expenditure for the year was $106,175.91.

WESTERN HOUSE OF REFUGE.

Located at Rochester, New York. The number of boys in the house during the year was 544. Of these 108 have been discharged, 5 transferred, and 3 have died, leaving 428 remaining December 31, 1871. Of the 192 received during the year, 53 were of American parentage, 73 were half-orphans, and 19 orphans. Number in school during the year, 277. The labor department has been in an unsettled condition during the year, and the boys have been much of the time unemployed. On an average 65 have been employed in the shoe shop. A band of instrumental music has attained great proficiency, and at the fair of the agricultural association received the first premium of $50. The "badge system," which provides for the wearing of different grades of badges for good behavior, has worked very satisfactorily. It is urged upon the legislature to make provisions for the reception of girls.

BELLEVUE MEDICAL COLLEGE.

The success of this college is regarded by the faculty as an evidence of the importance of the plan of instruction which constitutes the distinctive feature of the college, namely, the union of clinical and didactic teaching. Bellevue and the charity hospital, admitting from 10,000 to 12,000 patients annually, afford every advantage to students. A session is held in summer with a view to make available the peculiar clinical resources afforded during the summer months. The number of graduates last year was 130.

ECLECTIC MEDICAL COLLEGE.

The principles of medicine inculcated in this college are denominated eclectic. The student is taught that the investigation of the science of medicine should be free and untrammeled; that independent thought and research are the right of every one, and that every educated physician should be treated with professional courtesy. From the first session of the college female students have been admitted upon the same conditions as males. Instruction in some branches is given to female students separately, when desired.

NEW YORK HOMEOPATHIC MEDICAL COLLEGE.

The completion of the new building and the prosperity which the college has attained since its reorganization mark an epoch in the history of the college and of homeopathy. It is proposed to introduce some innovations in the course and methods of instruction. To this feature the special attention of students and of the profession is called. The number of graduates last year was 36.

COLLEGE OF PHARMACY OF THE CITY OF NEW YORK.

This institution was chartered in 1831, and permanently extended in 1856. A more extended course of instruction than that heretofore pursued is offered for the coming year, and auxiliary summer classes have been organized, offering unusual inducements to students.

MEDICAL DEPARTMENT OF THE UNIVERSITY OF BUFFALO.

In the plan of instruction adopted, clinical teaching occupies an important and prominent position; the Buffalo hospital of the Sisters of Charity and the Buffalo general hospital furnishing ample material. Physiology is taught by vivisection and experimental illustrations—a method of instruction which was first successfully introduced in this country in the University of Buffalo. The number of graduates last year was 34.

NEW YORK COLLEGE OF DENTISTRY.

An infirmary is connected with this college as a public charity. The operations are performed by students of the college, under the supervision of the professors. The college is authorized to confer two diplomas, both of which are approved by the regents of the University of the State of New York.

REPORT OF THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

The board of regents is composed of 23 members. The chancellor is Hon. John V. L. Pruyn; secretary, Hon. S. B. Woolworth. The institutions required to make annual reports to the regents, and subject to their visitation, are literary colleges, medical colleges, academies. Concerning colleges, the regents remark that most of

them have modified their systems in conformity with the evident demand of the age. The student is now permitted, to a certain extent, to exercise his own taste and judgment in the selection of his studies. College education has thus become more practical.

PRELIMINARY PROFICIENCY.

The report states that the preliminary academic examination has been continued with slight modifications. Its results from the beginning have clearly indicated serious defects in elementary education. While the requirements of preliminary proficiency have not been changed, the number of schools which have been found to have made such proficiency has been reduced to less than one-half of the number allowed before this system of examination was instituted. The steady decrease, since 1867, in the number of scholars in the academies, is mainly due to the operation of this system of preliminary examinations.

The regents refer with gratification to the number of academies in successful operation in the State.

COLLEGE OF THE CITY OF NEW YORK.

Established in 1848 as the Free Academy; endowed with collegiate powers and privileges in 1854; name changed to College of the City of New York in 1866. The full course occupies five years. Candidates for admission must have attended one of the common schools of the city for at least one year. Students may pursue either a collegiate or a commercial course. An introductory department affords preparation for the collegiate department.

UNION COLLEGE.

The academical department of this college embraces two courses of study, the classical and scientific. The latter course has recently been remodeled and extended to four years. There are also special courses of instruction in civil engineering and in analytical chemistry. The endowment of the college consists of funds granted by the State for specific purposes, and of a property placed in trust for the college by the late Dr. Eliphalet Nott, yielding at present an annual income of $16,000.

INAUGURATION OF PRESIDENT POTTER.

In June, 1872, the Rev. Eliphalet Nott Potter was inaugurated as president of the college. Addresses were made by Dr. Potter, Governor Hoffman, Hon. Ira Harris, (chairman of the board of trustees,) Chancellor Pruyn, and others. The president, in his inaugural address, said that "at this epoch, when, the world round, the cry goes forth for liberty in things non-essential, Union College may well glory in her title, and stand true to the fundamental religious principle of her charter: 'In essentials, unity; in non-essentials, diversity; in all things, charity.'"

An increase of the endowment fund is much needed. The president's report says, "Union stands almost alone in lacking, until lately, evidences of that liberal regard manifested elsewhere during recent years, in the foundation or endowment of educational institutions."

CORNELL UNIVERSITY.

The report of the president states that the last year has been the most satisfactory since the organization of the university. The institution has been greatly strengthened by the additions to the faculty, the increase in buildings, apparatus, and books, and the steady amendment and extension of the system. Faculty and students have worked through this year far more smoothly than through any year before, and not less energetically.

The number of students registered, considering the fact that the standard of entrance examinations has been constantly raised, is most encouraging. There are, besides the elective and special courses, the scientific course, the arts or classical course, and the philosophical course. The president thinks that "the time must soon arrive for the establishment of a fourth general course, to be called the course in history, literature, and political and social science, requiring four years of study leading to the degree of B. L., (Bachelor of Literature.")

The condition of the various colleges is reviewed, and considered in the highest degree satisfactory. During the year a college of architecture has been established, and has received a gift of probably the largest and most complete architectural library in the country.

The financial condition of the university, as shown by the treasurer's report, is highly satisfactory.

The printing establishment affords work and the means of maintenance to upward of twenty students. From it have been issued the University Register, various text-books for the institution, a weekly journal published by the students, and a large number of pamphlets in various languages.

The president recommends that as soon as the financial condition of the university permits, there be established five or six fellowships, with an income of $400 to $500 each, the incumbents to be elected to the faculty from the graduating classes. These gentlemen should be required to reside in the university buildings and to teach or rendender some service equivalent. This would give the university aid just where it is needed.

The library is arranged upon a system based upon that of Brunet.

HOBART COLLEGE.

There are two courses, a collegiate and a scientific course. Ten schools are in correspondence with the college, and prepare students for admission.

RENSSELAER POLYTECHNIC INSTITUTE.

Founded in 1824 at Troy, New York, as a school of theoretical and practical science. In 1826 it received its charter from the legislature, and in 1849 was reorganized on the basis of a general polytechnic institute. In 1870 a committee was appointed to consider the propriety of a change in the course of study. They recommended that the standard of admission be raised, that there be less of mathematics and more of technics in the mining-engineering course, and that a department of mechanical engineering be established. Hitherto the Rensselaer has been at the head of technical schools, but now it is unable, for want of funds, to compete successfully with the schools of this character established by Harvard and Yale. The number of graduates in 1872 was 17.

BROOKLYN COLLEGIATE AND POLYTECHNIC INSTITUTE.

Students are distributed in eight grades, the four lower constituting the academic department, and the higher grades the collegiate department. Besides these there are four special courses, classical, liberal, scientific, and commercial. Each grade occupies one year. At the end of the sixth grade students are prepared for the freshman year in any college.

SYRACUSE UNIVERSITY.

The establishment of this university was the result of the action of the State convention of the Methodist Episcopal Church of New York in 1870. The convention gave the institution its name and appointed a board of trustees. The corner-stone of the building was laid in August, 1871, and the faculty inaugurated at the same time. The college of physicians and surgeons attached to the university commenced its first course of lectures October 3, 1872. The endowment fund amounts to $650,000. Frederick Hyde, M. D., is dean of the medical faculty, and Alexander Winchell, LL. D., is chancellor of the university.

UNIVERSITY OF ROCHESTER.

This institution offers two courses of study, classical and scientific, each extending through four years. The Hon. Hiram Sibley, of Rochester, has provided to erect a fire-proof building, at an expense of not less than $95,000, for library and cabinets. This building will be commenced during the current academic year. General John F. Rathbone, of Albany, has given $25,000, the income to be appropriated to the increase of the library. Indigent students, having the ministry in view, receive assistance from the New York Baptist Union for Ministerial Education.

VASSAR COLLEGE.

Candidates for admission must be at least 15 years of age, and no student is received for a less period than the collegiate year, or what remains of it at the time of her entrance. The full course of study extends over four years, and corresponds to the usual college course. Provision is also made for instruction in music, drawing, painting, and modeling. The price of board and tuition is $400 for the college year.

Several societies exist among the students; the Philalethian, for literary improvement; the Cecilia, for the culture of music; the Sévigné, for improvement in French; the society for natural history; the society for religious inquiry; and the floral society, for improvement in ornamental gardening.

The grounds embrace about 200 acres. An astronomical observatory, a museum of

natural history, and a cabinet of geology and mineralogy are connected with the college. The growth of the library is provided for by annual appropriations. An auxiliary fund of $50,000 was provided by Mr. Vassar for the purpose of aiding students who are unable to meet the full charges; also $50,000 for a lecture fund, and $50,000 for a library, art, and cabinet fund.

ELMIRA FEMALE COLLEGE.

The course of study embraces a collegiate department, a preparatory department, and an eclectic department. A department has also been organized for thorough instruction in drawing, painting, and modeling. The college has recently received a legacy of $25,000, and a gift of $4,000 to found a scholarship.

MANHATTAN COLLEGE.

This college has four departments, classical, scientific, commercial, and preparatory. The number of students in all departments is 707, including De la Salle Institute and Manhattan Academy, connected with the college.

SAINT JOSEPH'S COLLEGE.

This college is conducted by the Christian Brothers. The courses of study are literary, scientific, commercial, and preparatory. There is also a department of art.

SAINT STEPHEN'S COLLEGE.

This college is conducted under the auspices of the Episcopal Church, as a training school for the theological seminary.

COLLEGE OF SAINT FRANCIS XAVIER.

This institution, incorporated with the privileges of a university, is conducted by the Fathers of the Society of Jesus. There are two courses of study, collegiate and commercial, and a preparatory department.

CLAVERACK COLLEGE.

This institution is open to both sexes. A commercial college and school of trade are connected with it. The male students are under military instruction. Degrees and diplomas are conferred on male and female students alike.

PACKARD'S BUSINESS COLLEGE.

The course occupies from twelve to eighteen months. A foreign department has been established for the practical application of modern languages in business transactions.

INGHAM UNIVERSITY.

This university is devoted exclusively to higher female education. It offers two courses, classical and scientific. There is also a department of art, for instruction in drawing, painting, and music.

MONROE COLLEGIATE INSTITUTE.

This institute is open to both sexes. The course of study embraces three departments, classical, English, and preparatory.

PACKER COLLEGIATE INSTITUTE.

The object of the institution is to furnish a complete collegiate education for young ladies.

HUNGERFORD COLLEGIATE INSTITUTE.

This institute is open to both sexes. Four courses of study are offered, classical, preparatory, scientific, and commercial.

FORT EDWARD COLLEGIATE INSTITUTE.

This college is open to both sexes. The courses of study are classical, preparatory, and commercial.

JAMESTOWN COLLEGIATE INSTITUTE.

This institution is under the charge of the board of education, as a portion of the public-school system. Normal and commercial departments are connected with it.

LE ROY ACADEMIC INSTITUTE.

This institute is open to both sexes, with preparatory and academic departments.

ROCKLAND FEMALE INSTITUTE.

This was incorporated in 1855 as a female seminary. The course of study is the same as that of colleges for young men.

BUFFALO FEMALE ACADEMY.

This institution is divided into five departments—collegiate, first academic, second academic, third academic, and primary. The buildings are valued at $51,000.

MECHANICSVILLE ACADEMY.

This is open to both sexes. Having been designated by the regents of the university of the State for the education of common-school teachers in Saratoga County, a normal class will at once be organized.

ITHACA ACADEMY.

This academy is open to both sexes. Its close proximity to Cornell University affords special advantages to students. The courses of study are academic, English, and classical. Special courses may also be pursued.

CORTLAND ACADEMY.

This is open to both sexes. A teachers' department, established by the regents of the university, will immediately be opened.

HARTWICK SEMINARY.

This institution was founded in 1816 as a theological and classical seminary. It is connected with the Lutheran Church, and is open to both sexes.

THE LONG ISLAND HISTORICAL SOCIETY.

This society was incorporated in 1863, and is located at Brooklyn. The objects of the society are, first, the collection of a general library of reference, especially complete in every thing that relates to American history, composed in part also of extensive and finely illustrated works of a class not commonly found in circulating libraries or in private collections; secondly, the collection and publication of manuscripts and original matter, not before printed, upon the history of this country; thirdly, the collection of historical paintings and engravings, records, and memorials; fourthly, the formation of a museum of natural history, illustrating the flora and fauna of Long Island.

The library now contains about 21,000 bound volumes and over 20,000 selected pamphlets. It comprises many valuable volumes relating to general American history, and is especially strong in works relating to American local history and family genealogy. The other historical departments are already well furnished, and constant additions are making by purchase and gift.

UNIVERSITY CONVOCATION.

The ninth anniversary of the University Convocation of the State of New York was held at Albany, August 6, 1872.

The first paper presented was by Professor M. H. Paddock, Medina Academy, on "The academy as the educator of common-school teachers." The objections to special

training-schools were stated to be the great expense, the high wages of the graduates, and bad feeling engendered from distributing State aid unequally in different localities; while the advantages of academies were the preparation of greater numbers, more advantages for students, and the entire capability of the academies for the work demanded. He thought the academies and union schools ought equally to secure recognition from the State in her legislative appropriations for school purposes.

Professor C. M. O'Leary, Ph. D., Manhattan College, read a paper on "Ethical aspects of science," which was discussed with favor.

Professor E. F. Bullard, A. M., of Keeseville Academy, read a paper entitled "The new departure in education."

Professor Edward North, of Hamilton College, discussed, in a paper, "The good life in college." The benefits enumerated as the results of college life were, that students learn what they are in themselves, were introduced into the world of letters, gained mental discipline, power in the use of English, habits of close observation, religious character, and social cultivation.

G. W. Samson, D. D., Rutgers Female College, read an article on the "Modification of the established curriculum requisite and legitimate in colleges for young women."

President Allen, of Alfred University, read a paper on "The increase of the literature fund," and Professor Gould, of Cornell University, a paper on "Agricultural education," referring to the great lack in this direction, and the need of departments in colleges and universities for imparting this kind of instruction. In a discussion which followed, President White, of Cornell University, made a statement of what had been accomplished in agricultural education in that institution.

The second day commenced with a paper by Professor Mears, of Hamilton College, on "Herbert Spencer's religion."

President Barnard, of Columbia College, discussed the subject of "Elective studies in colleges."

Professor Tayler Lewis, LL. D., read a paper on "The moral and the secular in education." He concluded with the statement that four ideas must be taught in the schools, and we must not compromise beyond these: namely, a personal God, ruling over men and nations; divine law for moral government; man immortal; Christ the light of the world. The State cannot be neutral; to banish the Bible is to be anti-Christian.

Dr. King, of Fort Edward Institute, expressed strong disapprobation of the resolutions of the State teachers' association in opposition to the academies.

Professor H. T. Eddy, C. E., Cornell University, read a paper on "A new method of integrating the square roots of quadratics."

Professor W. C. Given, of Ithaca Academy, discussed "The co-relation of academies and universities."

Majority and minority reports were presented on "The metric system," by Drs. Davies and Thompson, respectively.

The honorary degree of Doctor of Philology was conferred upon J. E. King, D. D., of Fort Edward Institute, and that of Doctor in Literature upon Dr. Barnard, of Columbia College.

The university necrology of the year is as follows: Vice-Chancellor Erastus Corning, Albany; Professor Samuel F. B. Morse, LL.D.; Professor George W. Eaton, D. D., LL. D., Madison University; Professor Edward W. Root, Hamilton College; Trustee William Kelley, University of Rochester.

In the evening the convocation enjoyed the hospitalities of Chancellor Pruyn.

The third day opened with a paper on "The relations of the schools to the State," by Professor Oliver Morehouse, A. M., of Albion. He thought the system should be arranged so that each grade should be a feeder to the one next above; that all should be *free*, from the primary school to the university, as well as the academies and normal schools. An animated discussion followed, a unanimous opinion being expressed by those who spoke that "the State should educate the youth of the State," providing amply for free education.

A committee on subjects relating to academies reported the advantage of the preliminary examination instituted by the regents in promoting thoroughness, and recommending its extension to higher branches. After a lengthy discussion of the report, a resolution was adopted that this convention recommend the preparation by the regents of a manual of questions on the subjects of arithmetic, geography, grammar, and history of the United States, from which selections shall be made for the preliminary examinations.

The convocation then divided into college and academy sections, and each discussed certain topics pertaining to their respective sections.

In joint session the two sections afterward reported progress; and a resolution was unanimously adopted, approving the action of the State teachers' association, and pledging support to the establishment of the New York State Educational Journal; and, after a brief concluding address by Chancellor Pruyn, the convocation adjourned to the first Tuesday of August, 1873.

NEW YORK STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual meeting of this association was held at Saratoga Springs, July 23, 24, and 25, 1872.

Wheaton A. Welsh, first vice-president, called the meeting to order, which was opened with prayer by Rev. Mark Hopkins, of Williams College. Superintendent L. S. Packard, of Saratoga, gave an address of welcome. Ex-President Cruikshank, of Brooklyn, responded, referring to the early history of the association, and stating that a teachers' association was formed in that place thirty-seven years ago, and three of the members then present were present also on this occasion, viz, M. P. Cavert, D. H. Crittenden, and Augustus P. Smith.

The president, J. H. Hoose, of Cortland, then gave his inaugural address. This was an elaborate address, and closed with a general summary of the discussion of the business of teaching, as to the manner of introduction, by declarations and acts of individuals, by customs and usages, and by principles of national method. He referred to the universal desire to develop the profession of teaching, as manifested in the efforts to establish a national university, to enlarge the Bureau of Education at Washington, the growing interest in educational associations, and the greater attention paid by normal schools to the philosophy of education.

The address closed with appropriate suggestions as to the work of the association for the coming year, and urged all to unite to work out speedily a higher and nobler idea of the teacher's profession.

At the evening session Rev. C. H. A. Bulkley, of Malone, read a paper upon "Music in our schools," which was followed by a lecture upon the "History of the philosophy of pedagogics," by Dr. C. W. Bennett, of the Syracuse University, who treated the subject with great thoroughness.

Second day.—Hon. Edward Danforth, of Albany, from the committee on the condition of education, reported that the school system of New York is just sixty years old, and is to-day the proudest monument and noblest achievement of the State. There is not a hamlet so obscure that the children have not the opportunity of a free education. The statistics of the schools for the year were given, as furnished by the report of the State superintendent, and it was stated, in addition, that during the year 1871 fifty-seven institutes were held in fifty-seven counties, besides one for Indian teachers on the Allegany and Cattaraugus reservations, with an aggregate attendance of 10,423, being the largest number ever recorded in a single year, and being 80 per cent. of the entire number employed in the counties where the institutes were held.

A paper on "Reading in our schools," by Mrs. Emily A. Taylor, of Albany, was then read, which was followed by a discussion of the subject, in which Dr. Armstrong, Professor Barker, Professor Barrington, Dr. Woolworth, and several others took part.

Professor S. S. Packard next read a paper on "Preparation for business," which called forth in an animated discussion Dr. Armstrong, Dr. McVicar, Professor Mead, and Professor Stowitts.

In the afternoon Professor S. A. Ellis, of Rochester, read a paper upon the "Rise and progress of high schools in the State." He said that in 1825 the first high school (for boys) was organized in the city of New York, and in 1826 a similar one was organized for girls. Now, he remarked, it is impossible to meet with an annual report of any city superintendent, in a locality where a high school has been established, in which it is not spoken of as the most valuable addition to the system of graded schools.

Dr. T. L. Griswold, of Owego, read a paper upon "Physical *versus* Mental Training," the object of which was to show that all educational training should be adapted to the outer or external man's compound nature.

Professor Stowitts, of Buffalo, favored physical training. Mr. Ross, of Seneca, thought Americans, as a race, were degenerating physically as well as mentally. Professor Barker, Dr. King, of Fort Edward, Dr. Griswold, and Dr. McVicar, continued the discussion at length.

In the evening a paper was read on the "Qualifications of teachers," by Charles T. Poole, esq., of Deansville. Mr. Jeliffe, of Brooklyn, read Dickens's trial scene from Pickwick. Hon. B. G. Northrop, of Connecticut, gave an address upon "The schools of Europe—what we may and ought to learn from them."

Third day.—Dr. J. W. Armstrong, of Fredonia, read a report on "Improved methods in education." Professor S. D. Barr, of Penn Yan, read a paper on "The aim of the State for the education of the masses." Professor Jones opened the discussion, maintaining that the academic departments in union schools are more efficient than the old academies. Professor Love, of Jamestown, Mr. Ross, of Seneca, Professor Flack, of Claverack, and others, continued the discussion.

Professor O. B. Bruce, of Binghamton, read a paper showing the advantages of phonography, and urging teachers to attend to its claims.

In the evening Hon. B. G. Northrop, of Connecticut, Professor W. L. Richardson, of Brooklyn, Hon. Joseph White, of Massachusetts, Hon. J. H. French, of Vermont, and many others, made brief addresses.

Officers elected: President, Edward Danforth, Albany; corresponding secretary, James Cruikshank, Brooklyn.

DR. FRANCIS LIEBER.—OBITUARY.

Dr. Francis Lieber died in New York, October 2, 1872.

Francis Lieber was born at Berlin, Prussia, on the 18th March, 1800. He received a good primary and secondary education; was for some time assistant in the botanical garden, but finally devoted himself to the study of medicine. His studies were interrupted by Napoleon's return from Elba, as his ardent German patriotism induced him to enter the Prussian army as a volunteer. He fought in the battles of Ligny and Waterloo, and was severely wounded on the 20th June, at the storming of Namur. On his return to Berlin, in 1816, he continued his studies, and became an enthusiastic pupil of Jahn, the famous "Father of Gymnastics," (Turnvater,) as he is commonly called in Germany.

His liberal views, which he freely uttered, brought upon him an imprisonment of four months, on the charge of being a demagogue, and the peremptory order not to study at any of the Prussian universities. He therefore went to Jena, where he took his doctor's degree. In 1820 he was allowed to continue his studies in Halle, but, being constantly annoyed by a strict police supervision, he moved to Dresden.

The struggle for freedom by the Greeks against their Turkish oppressors elicited his warmest sympathy, and in the fall of 1821 he sailed from Marseilles to Greece. After a stay in Greece of several months, full of privations and disappointments, he went to Italy, where in Rome he found a home in the house of Niebuhr, the famous historian, and wrote his first work in German: "Diary of my sojourn in Greece," (Leipzig, 1823.) With Niebuhr he returned to Germany, but, in spite of solemn assurances that he should be permitted to live undisturbed in any part of the Prussian monarchy, he was watched and persecuted by the police, and in 1824 again imprisoned, but liberated through Niebuhr's intercession.

He now, under the *nom de plume of* Franz Arnold, published a volume of German poems, "Songs of Wine and Joy," (Wein und Wonnelieder,) (Berlin, 1825.) Apprised that a new imprisonment was threatening, he fled to England in September, 1825, and lived for some time in London, where he earned a scanty living by giving private lessons.

In the year 1827 he came to the United States, and lectured in several cities on political and historical subjects. He also started a swimming-school in Boston according to the principles of General von Pfeul, whose pupil he had been in Berlin. In 1835 he became professor of history and political science in the college at Columbia, South Carolina, and in 1858 professor of the same studies at Columbia College, New York, in which position he remained until his death.

Soon after his arrival in the United States he displayed a great literary activity. Besides a large number of pamphlets and speeches on historical, political, and scientific questions, he wrote a number of large works, the more important of which are given in chronological order:

Encyclopædia Americana, (13 vols., Philadelphia, 1829–1833.)

Letters to a gentleman in Germany, (Philadelphia, 1834.)

Essay on subjects of penal law, and on uninterrupted solitary confinement at night and labor by day, (Philadelphia, 1834.)

Legal and political hermeneutics, or principles of interpretation and construction in law and politics.

On international copyright.

On Anglican and Gallican liberty.

Reminiscences of an intercourse with Niebuhr, the historian, (1837.)

Political ethics, (2 vols., Boston, 1838.)

Laws of property, (2 vols., New York, 1842.)

Bruchstücke über Gegenstände der Strafkunde, (Fragments on penal subjects,) (Hamburg, 1845.)

Ueber die Unabhängigkeit der Justiz und die Freiheit des Rechts, (On the independence of justice and the liberty of the law,) (Heidelberg, 1848.)

On institutional self-government, or discourses on civil freedom, (Philadelphia, 1853.)

When our late civil war broke out, Dr. Lieber was one of the first to struggle, by tongue and pen, against the madness of secession, and to impress upon the country the value of the institution which the insurrectionists were attempting to destroy. He continued his labor of love during the whole period of the war, publishing many treatises, letters, and addresses upon the stirring topics of the time. After the close of the war his pen was still busy with questions of public interest—the jury question, changes in the State constitution of New York, international copyright, fallacies of American protectionists, and points of international law.

As a teacher, Dr. Lieber's method of instruction was admirable. He never adopted in his lectures the simple narrative style, detailing events, nor, in recitation, the question-

and-answer plan of drawing out the knowledge of a student on any given subject. He referred to the text-book for facts, and exerted himself to show the causes—remote and proximate—of events, and their influence; to give history, not in segregated parts, but as a whole, and philosophically.

Not aiming at that "science, falsely so called," which imagines that it has found something better than the revelation of the Most High, he lived and died with all the consolations of the Christian faith.

CHARLES ALFRED LEE.—OBITUARY.

Charles Alfred Lee, A. M., M. D., professor emeritus of materia medica and hygiene in the University of Buffalo, died at his residence in Peekskill, New York, February 14, 1872.

He was born in Salisbury, Connecticut, March 3, 1801; descended from the Lees and Browns of Massachusetts and Connecticut, who for more than two centuries had occupied distinguished positions; spent much of his youth with an uncle in Sheffield, Massachusetts, where he fitted for college, at Lenox Academy; graduated at Williams College, 1822; as M. D. at Berkshire Medical College, 1825; practiced two years in his native town, and moved to New York in 1827, where, by sound principles, close attention to business, and indomitable perseverance, he soon overcame all the difficulties that usually lie in the path of young men, and took his place in the front rank of the profession.

He was a profound thinker, an enthusiastic, ceaseless worker, and a public-spirited man. Dr. Lee had an extensive private practice—after 1850, chiefly consultation; was one of our best American teachers, but won his highest reputation as an author and editor of medical works. He was one of the founders of the Northern Dispensary of New York City, in which he was for four years the attending physician; of the medical departments of the University of New York, and University of Buffalo, in both of which he was professor, as also in the medical colleges at Geneva, New York; Woodstock, Vermont; Brunswick, Maine; Pittsfield, Massachusetts; and Columbus, Ohio.

His greatest work was the American edition of Dr. James Copeland's Dictionary of Practical Medicine, the most complete and valuable work on the theory and practice of medicine ever issued from the English or American press. For an account of his other works, labors in hospitals, &c., see Dr. Toner's article in the New York Medical Journal, April, 1872.

DENNIS H. MAHAN.—OBITUARY.

Among the men of science who have recently ended their labors and taken their place in history, no one has left a wider space or a more honorable record than Dennis H. Mahan, LL.D., late professor of engineering in the Military Academy at West Point.

Mr. Mahan entered the academy as cadet, from the State of Virginia, July 1, 1820; was graduated at the head of his class, 1824, and commissioned in the Corps of Engineers. He immediately applied to the Government to be sent abroad, and in the best schools of Europe completed an education which had been well begun at home. He had early learned how to study; was a laborious student and an ardent lover of knowledge, regarding his diploma as the evidence, not of a work completed, but of the first step in the path of science.

In 1832, soon after his return, he was appointed professor of civil and military engineering, and brought back to his alma mater the culture of a man of science, the manners of a traveled gentleman, with the laudable ambition of doing a noble work in the national school which he ever honored and loved. Here he passed a laborious and useful life. The science which he taught was applied on every battle-field of the late war. Not a campaign was planned, or a trench dug, in which his instructions were not heeded. The department of civil engineering is also greatly indebted to his labors, for here, as in his own special line, his works are the standard text-books.

His social and domestic life was marked by culture and affection. For many years he was a communicant of the Episcopal Church, and bore himself with the amenity of a Christian gentleman.

The returning graduates will find his grave in the public burying-ground, surrounded by the tombs of many heroes and by all that is grand and beautiful in nature.

GEORGE W. EATON.—OBITUARY.

George W. Eaton, D. D., LL.D., late president of Madison University and Hamilton Theological Seminary, in the State of New York, was born near Huntington, Pennsylvania, July 3, 1804. In 1805 his family removed to Ohio, where he was afterward prepared for college, and in 1822 matriculated at the Ohio University.

Having remained at the university two years, the circumstances of his father rendered it necessary for him to relinquish his college course for a time that he might procure funds for its completion. With this object in view he spent two years teaching in Prince Edward County, Virginia, at the end of which time he made, principally on foot, a tour of the seaboard States, as far north as Massachusetts, spending some time at Princeton, New Jersey, and at Andover, Massachusetts, and then, in 1827, entered the junior class of Union College, at Schenectady, New York, where, under the presidency of the late noted Eliphalet Nott, D. D., LL.D., in 1829, Mr. Eaton was graduated with the highest honors of his class.

In college he was associated with men who have since risen to places of the highest eminence in civil life. Among his college associates he was highly esteemed for his unselfish disposition, his keen sense of honor, and his generous bearing toward those whose scholarship and college honors did not equal his own.

Having won the personal regard of President Nott, he was, immediately upon his graduation, elected a fellow and appointed a tutor in the college. In this position he remained one year, and then, in 1830, much against the wishes of the president, who, long years after, spoke of the circumstance with regret, he left the college and became principal of Union Academy, at Belleville, in the same State.

Having been elected to the chair of ancient languages in Georgetown College, Kentucky, in 1831, he removed to Georgetown, where he remained, during the latter part of the time acting as president, until 1833, when he was called to the professorship of mathematics and natural philosophy in what was then known as Hamilton Literary and Theological Institution, located at Hamilton, New York, a school which had for its chief object the training of young men designed for the ministry in the Baptist denomination. This institution was, in 1846, chartered as Madison University, and by this action the theological seminary became so separated from the college that, though they occupied the same buildings, and some members of the theological faculty gave instructions also in the college, yet the former was controlled by the New York Baptist Educational Society, and the latter became subject to the regents appointed by the legislature of the State. Professor Eaton remained in the chair of mathematics and natural philosophy for four years, and at the end of that time, in 1837, was elected to that of ecclesiastical history in the theological school. In 1844 he received the honorary degree of Doctor of Divinity from his alma mater, and in 1850 was elected professor of systematic theology. In 1856 he was elected to succeed Stephen W. Taylor, LL. D., deceased, as president of the university, still retaining his professorship of theology in the seminary. For twelve years he performed the double duty; as president, giving instruction in intellectual and moral philosophy, at the same time continuing his lectures in theology, until 1861, when he exchanged systematic theology for homiletics.

These arduous labors were unremitted except in the years 1863 and 1864, when, his strength giving way, he sought relief in a European tour, during which he labored earnestly and efficiently to give a true idea of the nature of the conflict then raging in our country. In this tour he formed the acquaintance and secured the personal friendship of many of the most prominent men of Great Britain and the continent, among whom were Cæsar Malan, Merle D'Aubigné, John Bright, Goldwin Smith, Professor Farrar, and Dr. McCosh.

In 1868, his physical powers having been so severely taxed for years, he sought relief from a portion of his responsibilities, and therefore resigned the presidency of the university, retaining simply that of the theological seminary, to which he had been elected several years before. Thenceforth he gave instructions only in homiletics, until, in 1871, he was forced to cease from all active labor. He died on the 3d of August, 1872.

It becomes us here to speak of Dr. Eaton as a teacher—an educator. While as a writer he was perspicuous, classical, and glowing; while as an orator he was elevated, fervid, and eloquent; while as a preacher he was catholic, tender, and convincing; while in the command of fit expression he had no superior and but few equals; yet it is as an educator that he deserves to be spoken of here; and justice demands a careful pen. Perhaps his first and most prominent characteristic as a teacher was the enthusiasm with which he entered every department of instruction to which he was called. It was his first business to make himself thoroughly familiar with the whole field of investigation, and he rested not until he had examined every cognate question—encompassed all that could be regarded as valuable in the literature of the subject.

He could never rest while there was another author unread and unweighed. The insatiate thirst for knowledge with which he began never left him through the whole forty-two years during which he occupied the position of teacher; and even after retirement from active duty, he still seemed as anxious, as zealous, for new truth, as unremitting in his investigations and readings, as when he first began his splendid career. Though he occupied so many different chairs, and had occasion to pursue so many different courses of study, he yet seemed as much at home in any one of them as though that had been the one department to which he had given his life.

Another characteristic of the teacher was the enthusiasm which he carried into the class-room and infused into his pupils. When he taught mathematics, the mathematical spirit seemed to pervade the school. Other professors sometimes complained that the attention of the students was given too exclusively to mathematics. When he taught history, then history seemed to be the prominent subject, and historical themes would be presented on public occasions. And when he taught metaphysics it was the same thing again; questions in metaphysical science from Kant, Cousin, Reid, Hamilton, and McCosh, came in for discussion, criticism, or approval. In theology he adhered to the milder type of the Calvinistic system; and as he unfolded to his classes the, to him, glorious and blessed doctrines of sin, redemption, atonement, and intercession, his whole soul seemed infused into the subject, the tear would often stand in his eye, and, rising from his chair, he would pour himself out in a flood of extemporaneous eloquence, which sent thrills of delight as well as of admiration through the hearts of his pupils. The memory "of the doctor's" lectures and gushes of eloquence lives in the hearts of hundreds of his pupils, as affording some of the highest pleasures of their lives.

In his teachings he was at the furthest remove from dogmatism. Every point had to be carefully presented, with all the pros and cons, and then the conclusion was drawn from the whole. It was his delight to set his pupils to investigations on their own account, and they seldom left the lecture-rooms without being sent to the libraries to examine some author, with instructions to bring the results of their investigations for consideration at a future day. The consequence of all this was that very few of his pupils ever found occasion to differ with him. He treated their opinions and objections so courteously, and presented the rebutting arguments so kindly, that he disarmed opposition before it had arisen, and the objector felt that his points were fairly met and completely demolished.

Finally, we would mention, as further characteristic of the man, the strong personal attachment formed by the pupil for the teacher, and so warmly reciprocated on his part. It is probable that no man ever spent any considerable time under his instruction without becoming thus bound to him by ties of affection. His appreciation of what was meritorious in the effort of the pupil, and his criticism, so kind and so just, caused him who had most to bear to feel that he was honored by the strictures of his teacher; and then the sympathy with which he opened his heart to the trials and hardships of those who were contending with poverty, his efforts at assistance where it was within his power, made the most desponding hopeful and the weakest strong. So deep and reliable was this personal attachment that his government of the college was hardly known as such. He ruled by love; so seldom had occasion to resort to other measures that some even thought that "discipline" was a nullity, and yet, during his presidency, he accomplished some of the most difficult feats of discipline which are known to college presidents. What has often shaken other colleges to their very centers and even sent away whole classes, was by him accomplished so quietly that some hardly knew that trouble existed. And it was because of the respect and love of the students who would not wound the feelings of their president.

It was always counted among the felicities of the alumni of Madison University that they were permitted to experience "a shake of the doctor's hand." His memory will be blessed as long as one of them survives to tell of his love for his old teacher.

His remains lie in the college cemetery, in a spot overlooking the scenes of his life-work and the landscape which he ever regarded with the fondest delight.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 New York was the first State in population, having 4,382,759 inhabitants within an area of 47,000 square miles, an average of 93.25 persons to the square mile. This population consisted of 4,330,210 whites, 52,081 colored, 439 Indians, and 29 Chinese. Of these, 3,244,406 were natives of the United States and 1,138,353 were foreign-born. Of the native residents 2,948,883 whites, 38,504 colored, and 389 Indians, were born within its borders, while of the foreign residents 316,902 were born in Germany, 110,071 in England, and 528,806 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 846,796 persons attended school, and of these, 40,146 were foreign-born. Of the 841,157 white scholars, 430,731 were males and 410,426 females. Of the 5,588 colored pupils, 2,835 were males and 2,753 females. One female Chinese, also 25 male and 25 female Indians, were reported as attending school.

Illiteracy.—Two hundred and thirty-nine thousand two hundred and seventy-one inhabitants, of all races, 10 years old and over, were unable to write, and of these, 168,569 were foreign-born.

Age and sex of illiterates.—Of the 228,424 white illiterates, 19,899 were from 10 to 15 years old, and of these, 10,772 were males and 9,127 females; 18,573 were from 15 to 21 years old, of whom 8,138 were males and 10,435 females; 189,952 were 21 years old and over, of whom 73,208 were males and 116,744 females. Of the 10,730 colored illiterates,

737 were from 10 to 15 years old, and of these 371 were males and 366 females; 1,207 were from 15 to 21 years old, of whom 585 were males and 622 females; 8,786 were 21 years old and over, of whom 3,912 were males and 4,874 females. Thirteen male and 2 female Chinese, also 45 male and 57 female Indian illiterates were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 13,020, having 28,918 teachers, of whom 8,035 were males and 20,883 females, to educate 862,022 pupils, of whom 373,276 were males and 488,746 females.

Amount and source of educational income.—The total income of all the educational institutions was $15,936,783, of which $674,732 were derived from endowment, $9,151,023 from taxation and public funds, and $6,111,028 from tuition and other sources.

Public schools.—The 11,678 public schools, with 23,729 teachers, 5,711 males and 18,018 females, were attended by 719,181 pupils, of whom 302,373 were males and 416,808 females. To educate these they had a total income of $8,912,024, of which $13,122 were derived from endowments; $8,385,330 from taxation and public funds, and $513,572 from tuition and other sources.

Colleges.—The 24 colleges, with 412 teachers, 335 male and 77 female, were attended by 5,526 pupils, of whom 4,492 were males and 1,034 females. They had a total income of $1,393,559, of which $582,279 were derived from endowment, $133,805 from taxation and public funds, and $677,475 from tuition and other sources.

Academies.—The 189 academies, with 1,197 teachers, of whom 445 were males and 752 females, had an attendance of 24,212 pupils, 9,795 male and 14,417 female, and a total income of $1,292,684, of which $932 were derived from endowment, $133,548 from taxation and public funds, and $1,158,204 from tuition and other sources.

Private schools.—The 819 day and boarding schools had 1,948 teachers, 623 male and 1,325 female, and were attended by 46,851 pupils, of whom 18,597 were males and 28,254 females. They had a total income of $1,880,277, of which $300 were derived from taxation and public funds, and $1,879,977 from tuition and other sources.

Libraries.—Thirteen thousand seven hundred and seventy-one public libraries were reported, with 3,524,869 volumes; also 7,158 private libraries, with 2,785,483 volumes, in all 20,929 libraries, containing 6,310,352 volumes.

The press.—The 835 periodicals issued had an aggregate circulation of 7,561,497 copies, and an aggregate annual issue of 471,741,744 copies.

Churches.—Of the 5,627 church organizations, 5,474 had edifices with 2,282,876 sittings, and the church property was valued at $66,073,755.

Pauperism.—Of the 14,100 paupers 5,289 were native whites, 664 native colored, and 8,147 foreigners.

Crime.—Of 4,704 persons imprisoned June 1, 1870, 2,323 were native whites, 335 native colored, and 2,046 foreign-born; 5,473 persons were convicted during the year.

Age and sex of population.—Of the total population 1,230,988 were from 5 to 18 years old, of whom 613,659 were males and 617,329 females; 3,378,959 were 10 years old and over, of whom 1,658,504 were males and 1,720,455 females.

Occupations.—One million four hundred and ninety-one thousand and eighteen persons of these ages were engaged in various occupations, of whom 1,233,979 were males and 257,039 females; 374,323 persons were engaged in agricultural pursuits, of whom 373,455 were males and 868 females; 405,339 in personal and professional services, of whom 233,569 were males and 171,770 females; 234,581 in trade and transportation, of whom 229,789 were males and 4,792 females; 476,775 in manufactures and mechanical and mining industries, of whom 397,166 were males and 79,609 females.

Age and sex of working population.—Of the 1,491,018 employed persons 44,588 were from 10 to 15 years old, of whom 29,661 were males and 14,927 females; 1,364,147 were from 16 to 59 years old, and of these 1,126,865 were males and 237,282 females; 82,283 were 60 years old and over, of whom 77,453 were males and 4,830 females.

SCHOOL OFFICIALS.

ABRAM B. WEAVER, *Superintendent of public instruction, Albany.*

SCHOOL COMMISSIONERS.

Counties and districts.	Name.	Post-office address.
Albany, first district	Leonard A. Carhart	Coeymans.
second district	Julius Thayer	South Westerlo.
third district	John P. Whitbeck	West Troy.
	John O. Cole, (c)	Albany.
	Murray Hubbard, (a)	Cohoes.
Allegany, first district	Lucien B. Truman	Centreville.
second district	Richard L. Andrus	Bolivar.
Brown, first district	Henry S. Monroe	Binghamton.
second district	Newton W. Edson	Binghamton.
	G. L. Farnham, (b)	Binghamton.

School commissioners—Continued.

Counties and districts.	Name.	Post-office address.
Cattaraugus, first district	Frank A. Howell	Machias.
second district	Jerome L. Higbee	Randolph.
Cayuga, first district	Samuel A. Cole	Throopsville.
second district	Leonard F. Hardy	Weedsport.
third district	Lewis V. Smith	Genoa.
	B. B. Snow, (*b*)	Auburn.
Chautauqua, first district	Alonzo C. Pickard	Busti.
second district	Wellington Woodward	Jamestown.
Chemung	Charles K. Hetfield	Horseheads.
	H. H. Rockwell, (*b*)	Elmira.
Chenango, first district	Matthew B. Ludington	North Norwich.
second district	David G. Barber	Oxford.
Clinton, first district	Ira D. Knowles	Peru.
second district	Robert S. McCullough	Chazy.
Columbia, first district	Hiram K. Smith	West Taghkanick.
second district	Hiram Winslow	Green River.
	Cyrus Macy, (*c*)	Hudson.
Cortland, first district	Daniel E. Whitman	Marathon.
second district	Rufus T. Peck	Solon.
Delaware, first district	Isaac J. St. John	Walton.
second district	John W. McArthur	Bloomville.
Dutchess, first district	George W. Draper	Clove.
second district	Isaac F. Collins	Rhinebeck.
	R. Brittain, (*d*)	Poughkeepsie.
Erie, first district	Dr. Henry Lapp	Clarence.
second district	James F. Crooker	Willink.
third district	S. W. Soule	Collins Centre.
	J. A. Larned, (*c*)	Buffalo.
Essex, first district	William H. McLenathan	Jay.
second district	Thomas G. Shaw	Olmstedville.
Franklin, first district	Sidney P. Bates	Malone.
second district	Cyrus P. Whitney	Dickinson Centre.
Fulton	Cyrus Stewart	Gloversville.
Genesee	Richard L. Seldon	Le Roy.
Greene, first district	John Beardsley	Athens.
second district	Hiram Borgardus	Greenville.
Hamilton	William D. Smith	Hope Falls.
Herkimer, first district	John D. Champion	Little Falls.
second district	Ezra D. Beckwith	Cedarville.
Jefferson, first district	Alphonse E. Corley	Adams Centre.
second district	Bennett F. Brown	Philadelphia.
third district	Horace E. Morse	Clayton.
	William G. Williams, (*b*)	Watertown.
Kings	C. Warren Hamilton	New Lots.
	J. W. Bulkley, (*c*)	Brooklyn.
Lewis, first district	William Adams	Martinsburgh.
second district	Charles A. Chickering	Copenhagen.
Livingston, first district	John W. Byam	Livonia Station.
second district	Robert W. Green	Dansville.
Madison, first district	Joseph E. Morgan	Earlyville.
second district	Paul S. Maine	Perryville.
Monroe, first district	William E. Edmonds	Pittsford.
second district	George W. Lime	Sweden.
	S. A. Ellis, (*c*)	Rochester.
Montgomery	Charles Buckingham	Saint Johnsville.
New York	Henry Riddle, (*c*)	New York.
Niagara, first district	David L. Pitcher	Lockport.
second district	Jonas W. Brown	Youngstown.
	James Ferguson, (*c*)	Lockport.
Oneida, first district	Mills C. Blackstone	Washington Mills.
second district	Charles T. Porter	Deansville.
third district	Harvey S. Bedell	Rome.
fourth district	Eugene L. Hinckley	Prospect.
	A. McMillan, (*c*)	Utica.
Onondaga, first district	I. Warren Lawrence	Salina.
second district	George C. Anderson	Borodino.
third district	Parker S. Carr	Fayetteville.
	E. Smith, (*c*)	Syracuse.
Ontario, first district	Ezra J. Peck	Canandaigua.
second district	Robert B. Simmons	Bristol.
Orange, first district	George K. Smith	Monroe.
second district	John W. Slawson	Johnson's.
	H. A. Jones, (*c*)	Newbury.
Orleans	James H. Mattison	Barre Centre.
Oswego, first district	David D. Metcalf	North Hannibal.
second district	Byron G. Clapp	Phœnix.
third district	George F. Woodbury	Orwell.
	V. C. Douglass, (*c*)	Oswego.
Otsego, first district	Charles F. Thompson	Schuyler's Lake.
second district	Eli R. Clinton, jr	Butternuts.

School commissioners—Continued.

Counties and districts.	Name.	Post-office address.
Putnam	Charles H. Ferris	Cold Spring.
Queens, first district	Eugene M. Lincoln	Glen Cove.
second district	Isaac G. Fosdick	Jamaica.
	Alanson Palmer, (c)	Long Island City.
Rensselaer, first district	Amos H. Allen	Petersburgh.
second district	George W. Hindley	Wynantskill.
	David Beattie, (c)	Troy.
Richmond	James Brownlee	Port Richmond.
Rockland	Nelson Puff	Nyack.
Saint Lawrence, first district	Martin L. Laughlin	Hammond.
second district	A. B. Hepburn	Colton.
third district	Barney Whitney	Lawrenceville.
	R. B. Lowry, (c)	Ogdensburgh.
Saratoga, first district	Seth Whalen	Ballston Spa.
second district	Oscar F. Stiles	Saratoga Springs.
Schenectady	Simon J. Schermerhorn	Rotterdam.
	S. B. Howe, (c)	Schenectady.
Schoharie, first district	Ambrose R. Hunting	Gallupville.
second district	John Van Voris	Cobbleskill.
Schuyler	Duncan C. Mann	Watkins.
Seneca	William Hogan	Waterloo.
Steuben, first district	John C. Higby, jr	Prattsburgh.
second district	Jacob H. Wolcott	Corning.
third district	Edwin Whiting	Jasper.
Suffolk, first district	Horace H. Benjamin	Riverhead.
second district	Thomas S. Mount	Stonybrook.
Sullivan	Charles Barnum	Monticello.
Tioga	William H. Cole	Owego.
Tompkins, first district	Albert H. Pierson	Trumansburgh.
second district	Robert G. H. Speed	Caroline.
Ulster, first district	Dr. C. Van Stantvord	Kingston.
second district	Oscar Mulford	Shawangunk.
third district	Horace W. Montrose	Ellenville.
Warren	Adam Armstrong, jr	Chestertown.
Washington, first district	Abram G. Cochran	Galesville.
second district	William H. Tifft	Whitehall.
Wayne, first district	John McGonigal	South Butler.
second district	Ethel M. Allen	Macedon.
Westchester, first district	Franklin W. Gilley	Morrisania.
second district	George W. Smith	Port Chester.
third district	Joseph Barrett	Katonah.
Wyoming, first district	John B. Smallwood	Warsaw.
second district	Richard Langdon	Wethersfield.
Yates	Joseph W. Brown	Bluff Point.

(*a*) President board of education.
(*b*) Secretary board of education.
(*c*) City superintendent.
(*d*) Clerk board of education.

NORTH CAROLINA.

[From report of Hon. Alexander McIver, State superintendent of public instruction, for the period from March 14, 1872, to October 1, 1872.]

EDUCATIONAL FUNDS.

Permanent fund.

Balance on hand October 1, 1871	$10,022 12
Received for entries of vacant lands	7,068 17
Received for fines, &c	6,216 97
	23,307 26
Paid for United States bonds	16,218 75
Balance permanent fund October 1, 1872	7,088 51

Income fund.

Balance on hand October 1, 1871	$178,523 55
Capitation taxes	1,818 31
Interest on deposits	400 88
Interest on United States bonds	421 87
Dividends of Roanoke Navigation Company	250 00
Interest on note for swamp-lands	1,513 50
Retailers' tax	28,122 39
Auctioneers' tax	188 72
Total receipts	211,239 22

FINANCIAL STATEMENT.

Received from State treasurer 1871–'72	$125,448 31
Received from poll-taxes	108,988 93
Disbursed for white schools	88,022 76
Disbursed for colored schools	27,256 14
Disbursed for school-houses	16,833 30
Disbursed for county examiners	1,154 20
Commission retained	4,473 15
Total disbursements	137,739 55
Property tax for schools, 1871	38,206 03

ATTENDANCE.

Number of white males of school age	94,061
Number of white females of school age	88,637
Number of colored males of school age	44,151
Number of colored females of school age	41,088
Number of Indians of school age	396
Total scholastic population	267,938
Number of white males enrolled in school	18,830
Number of white females enrolled in school	15,464
Total white enrollment	34,294
Number of colored males enrolled in school	8,304
Number of colored females enrolled in school	8,083
Total colored enrollment	16,387

SCHOOL BUILDINGS AND TEACHERS.

Number of public school-houses	1,627
Number of colleges and academies	93
Number of white male teachers licensed	1,261

Number of white female teachers licensed	413
Number of colored male teachers licensed	317
Number of colored female teachers licensed	141
Whole number of teachers	2,132
Number of teachers' institutes held	8

THE SCHOOL SYSTEM.

The superintendent says: We have had a system of public schools in the State since 1840. Prior to the war we had ample education funds. Additional sums were obtained by taxation. According to the reports of the superintendent of common schools, "free public schools were kept three months every year within convenient distance of every child eligible in the State." And yet the census of 1860 places North Carolina in the front rank of illiteracy.

Applying the true test, "By their fruits ye shall know them," we are compelled to admit that the school system of North Carolina has been a failure. The first general assembly which met under the present constitution provided for a general and uniform system of public schools. The failure of this system resulted from the fact that, while the county commissioners were required to establish schools and authorized to order a tax for the purchase of sites, and for the building or renting of houses, they were given no authority to levy a county tax to pay the wages of teachers.

The State school fund consists of 75 per cent. of the State and county capitation taxes, the income from taxes on auctioneers, and on licenses to retail spirituous liquors, and the income from the invested school funds. The whole amount which could be realized from these sources may be set down at fifty cents a year for each child in the State. It is true that the general assembly of 1868–'69 appropriated $100,000 for the support of public schools, to be paid out of the State treasury; but this amount was not paid except by the tax of one-twelfth of one per cent., which was levied the following year.

It is obvious that it would have required a very considerable tax on each township to build, repair, and furnish a sufficient number of school-houses, and to pay the wages of a sufficient number of teachers four months every year. The people, in their straitened condition, were unwilling to be taxed heavily for anything. In one case where the county commissioners attempted to levy such a tax, the matter was carried into the supreme court, where, in January, 1871, it was decided against the commissioners. The effect of this decision was practically to annul the school system of 1868–'69.

This was the condition of the public-school system when the general assembly met in November, 1871.

At the suggestion of the chairman of the senate committee on education, the superintendent prepared a bill to revise the school law and provide for a system of public education. This was adopted by a large majority in February, and went into operation thirty days after its ratification. The present school law has, therefore, been on trial only since March 14, 1872. It is not and was not intended to be a complete system. It is but the germ of a system to be developed by future legislation.

The extent to which the present beginning of a school system shall be made to meet the wants of the people will depend upon the action of the general assembly.

CONDITIONS OF THE PRESENT LAW RELATING TO SCHOOL FUNDS.

"The school funds for the year 1872 are: 1. All balances of apportionment heretofore made and not applied in payment of teachers' wages for schools taught prior to March 14, 1872. (The aggregate amount of these balances which has been paid by the State treasurer to the several county treasurers since the ratification of the present school law is about one hundred thousand dollars.) 2. Seventy-five per cent. of the entire State and county poll-taxes for the year 1871, or so much thereof as shall remain after paying for the schools taught prior to March 14, 1872, according to the former law. 3. Seventy-five per cent. of the entire State and county poll-taxes for the year 1872. 4. Six and two-thirds cents on the one hundred dollars' worth of all the property and credits in the State, and twenty cents on the poll.

"The school fund is not to be apportioned among the several townships as heretofore, but paid to teachers of free schools without regard to locality, in the order in which they may be presented.

"The board of education have adopted the rule that two terms of a public school may be taught in the same place in one year, if the school funds will justify it."

The superintendent thinks that "the funds will be sufficient, on the present plan, to support schools four months in nearly all the counties in the State; in many of the counties the funds will be sufficient to support two terms of four months each, in as many districts in the county as will make up free schools on the plan proposed.

"If the people of any neighborhood desire to avail themselves of the public-school money, they must make up, by subscription, an additional sum sufficient to satisfy the teacher, and then employ the teacher. The teacher will be required by the school committee to have an assistant when the number of pupils is greater than he can teach and govern well.

"If any neighborhood refuses to make up a school in this way, it can have no claim whatever to any part of the public-school funds."

DEFECTS OF THE PRESENT LAW.

The greatest defect in the practical operation of the law is, that incompetent teachers are allowed to get teachers' certificates. The county examiners yield to the idea that certificates must be given to a sufficient number of teachers to take charge of the public schools, and thus the school money is wasted.

Another defect in the present law is, the want of uniformity in school-books. However competent a teacher may be, if, when he goes into a school of forty or fifty pupils, or a less number, he finds his pupils supplied with different kinds of school-books, as is now the case, he will be unable to class them as he might otherwise do, and it will be impossible for him to instruct them to advantage.

Other defects noted are the failure to fix by law the time and manner of laying off districts, and the failure to make provision for the building and furnishing of school-houses. Concerning this, the superintendent says: "It should be submitted to a vote of the townships, whether or not a tax should be levied to defray half the expenses of building and furnishing neat, substantial, and comfortable school-houses; the other half being paid out of the general school fund."

It is the intention of the superintendent at an early day to present to the general assembly a bill intended to remedy the defects of the laws and to perfect the school system.

COMPULSORY EDUCATION.

The superintendent, after quoting from the most distinguished educators upon this subject, and giving copious extracts as indications of popular opinion on compulsory education, says: "I am convinced of the necessity of adopting it in North Carolina."

His reasons for this conclusion he gives as follows: "According to the census of 1870, there are in this State 38,647 white children and 40,955 colored children, between the ages of 10 and 15 years, unable to read and write; there are 31,911 white children and 44,805 colored children in the State, between the ages of 15 and 21 years, unable to read and write. There are, in the State 191,961 whites and 205,032 colored, over the age of 10 years, unable to read and write; adding 679 Indians, who can not read or write, we find the sum total of illiterates in the State, over the age of 10 years, to be 397,690. The entire population of the State is 1,071 361. If from this number we deduct the whole number of children in the State under the age of 10 years, and divide the remainder by 2, we will find that about one-half the population of the State, over the age of 10 years, are unable to read and write."

Upon the subject of the relation of education to crime he quotes largely from the last report of the Commissioner of Education, and continues: "If it is true, as statistics abundantly prove, that pauperism and crime every where keep pace with ignorance, North Carolina has a gloomy prospect in the future. Something must be done to arrest the evil. Compulsory education is the remedy."

INDUSTRIAL EDUCATION.

The superintendent further remarks that "industrial education is a part of the system which can not be omitted. All children should be instructed in some one of the industrial pursuits of the State. They should be instructed to make an honest living. Instruction in trades and industrial pursuits will be more valuable than instruction in books; but the latter is necessary to the former and bears to it the relation of means to an end. Every child in the State should be instructed in some trade, profession, or pursuit. And if any parent or other person, having control of a child, neglects to do this, the law should intervene and secure the rights of the child and the safety of the State."

TEACHERS' INSTITUTES.

The present school law authorizes and encourages the organization of teachers' associations and teachers' institutes. The general agent of the Peabody education fund, Rev. Dr. Sears, promised $50 to each teachers' institute which should be held in the State during the present year, under the provisions of the school law. This is the same as the amount given from the State school fund. This liberal and generous offer of Dr. Sears was advertised throughout the State early in the year, but only six

teachers' institutes have been held in the State under the provisions of the law. To each one was paid $50 from the school fund and $50 from the Peabody fund. The attendance varied from 37 to 50.

The superintendent suggests that if a well-qualified instructor could be appointed in each judicial district in the State, whose duty it should be to conduct institutes in every county in the district, and at the same time hold teachers' examinations, the licensing of incompetent teachers would be effectually prevented.

EDUCATIONAL JOURNAL.

The superintendent expresses the opinion that the department of education should have an organ to communicate with all school officers and teachers in the State upon all matters relating to schools, modes of teaching, &c. This has heretofore been done by means of circulars and letters, at very considerable expense to the State.

If the general assembly should appropriate a small sum annually to assist in defraying the expenses of publishing a State journal of education, to be distributed among school officers, it would perhaps be the most economical mode which could be adopted to communicate information relating to public schools. Such a journal would be not only an organ of communication for the benefit of school officers and teachers, but it would become a depository of the history and progress of education in the State.

EDUCATIONAL BENEFACTIONS.

About seven years ago an association of ladies in the city of Boston undertook to establish and support a school for white children in the South. Miss Bradley, a Boston lady, was delegated to select the place, and to organize and superintend the school. She selected the city of Wilmington, in this State, where she established and has ever since maintained one of the very best schools in the State, supported mainly by the ladies of Boston. Many hundreds of children have been educated in this school, who, but for this noble charity, would have remained in ignorance—victims, perhaps, of vice and crime.

About two years ago a wealthy Boston lady, who had been a large contributor in support of Miss Bradley's school, visited Wilmington. She was so well pleased with Miss Bradley's work that she purchased a square in the city of Wilmington, and authorized Miss Bradley to have a building for a normal school put up at a cost of $30,000. That building, an ornament to the city of Wilmington, is now completed; and the normal school is entirely free of tuition.

The American Missionary Association, for the education of colored people, have maintained schools for the colored people in the cities of Wilmington, New Berne, Raleigh, Beaufort, and other places since the close of the war. At one time there were 17 teachers and 1,600 pupils in Wilmington. The largest number of teachers reported at any time was 47. They now have a school at Wilmington with about 500 pupils; one at Dudley with 100 pupils; one at Raleigh with 100 pupils; one at Beaufort, and one at Alamance.

The Friends' Freedmen's Association employ 34 teachers, who instruct about 2,000 pupils.

The Baltimore Association of Friends have also done much for education in North Carolina. As soon as the war was over they sent funds to carry on Friends' schools in the South. A superintendent was sent to North Carolina. Teachers were employed, schools organized, school-houses built and furnished, school-books supplied, and educational meetings held to rouse the people to the importance of the subject.

The first year twelve schools were established, in which about 900 pupils were instructed. The schools were continued about nine months every year. The number of schools and the number of pupils increased rapidly the first two or three years. The work has been going on now seven years. During the last four years the number of schools has been from thirty to thirty-four, and the number of pupils instructed every year was from 2,700 to 3,300.

These schools were at first intended for the children of Friends. Others, however, who desired to send their children were permitted to do so. If they were able to pay any thing, they were expected to pay; otherwise, not. In this way all white children within reach of these schools were instructed upon equal terms.

For the purpose of instructing the teachers and securing the best modes of instruction in these schools, the superintendent collected the teachers once a year, and spent from four to six weeks in training them in the best modes of teaching. Seven of these institutes have been held—one annually for the last seven years—at which from 50 to 100 teachers, or persons preparing to teach, were instructed every year. Three hundred and twenty persons have been instructed in these institutes.

This association of Friends have also established a model farm near High Point, for the purpose of showing what can be done with worn-out lands in North Carolina.

While these benefactions recognize the value of education, they also indicate the good-will of their authors. They are but so many olive-branches held out to the people to unite in building up the prosperity of a common country upon the only basis on which it can be done—the education of the people.

EDUCATION IN CONGRESS.

Extracts are given from an article written by the Hon. George F. Hoar, of Massachusetts, giving a very clear account of the two bills which have been before Congress on the subject of education.

No comment is made, but the fact is stated that the national educational association fully indorsed the bill now pending in the United States Senate, and unanimously adopted a resolution asking the Senate to pass the bill.

STATISTICAL TABLES.

The tables accompanying this report give the results of the present school-law from March 14, 1872, to October 1. It will be remembered that the six and a half months within these dates include the seasons of making and gathering crops, when the great majority of the people could not spare their children from work. The mode of starting and supporting schools was new to the people, and was not readily understood. Many preferred the former law, because it promised more money while it continued. Others supposed that the present law was unfavorable to the poor, because it was calculated to aid only those who could aid themselves. So that the present exhibit can not be regarded as a fair test of the merits of the system.

PEABODY FUND.

Dr. Sears, in his sixth annual report, says: "The public mind does not seem to be so well settled here in regard to free schools as in most of the other States." The general assembly levied no State tax for schools for the present year; and the poll-taxes were, in many cases, applied to other than school purposes. A letter from the superintendent says: "In numerous instances the people had not recognized the utility of free schools.

"I believe that your fund is doing much, not only to aid but to encourage education in this State, and that your rules are framed with great wisdom and foresight."

About $10,550 have been expended from the fund during the past year in the State, besides $1,000 set apart for teachers' institutes. "The State appropriates $50 for every such institute held according to law during a period of four weeks, and attended by twenty or more teachers. We have promised the same amount on the same conditions."

UNIVERSITY OF NORTH CAROLINA.

This institution was opened to the public in 1795. The plan of the university includes eight colleges. Of these, two were fully and two partially organized at the date of the report, July, 1871.

The college of literature and the arts, and the college of philosophy are fully organized. The course in each of these extends over four years. A preparatory department is connected with them, for admission to which no examination is required. The college of agriculture and the mechanic arts is not yet fully organized, but instruction will be given in this department by the professor of agriculture. The normal college is not yet fully organized, but normal instruction will be given during the coming year (1870–'71) in connection with the classes in the college of literature and arts.

The colleges whose organization is still to be effected are the college of science and the arts, the business and commercial college, the college of law, and the college of medicine.

The library of the university is the largest in the State. The charter speaks of the library as if it were to be a prominent part of the institution; and with the gathering of the first classes, the library was begun. A yearly income was appropriated to its extension, and purchases of valuable books were at different times prior to 1825 made in Europe. The interest afterward declined, and for the last quarter of a century the library has been treated with discouraging neglect. It is now behind the requirements of the times. One of the professors, writing about the year 1836, said: "The college library is never open to the students, and is almost never used by members of the faculty." In 1850, a handsome building was erected for the library. It numbers now 6,700 volumes. The libraries of the dialectic and philanthropic societies contain together about 15,000 volumes.

DAVIDSON COLLEGE.

The twenty-fifth report of this college gives the number of students as 99, of whom 59 are from North Carolina. Although organized and controlled by Presbyterians, the instruction is not sectarian. The classical course occupies four years; the scientific three. The large and admirable cabinets of minerals, shells, and fossils offer superior facilities for the study of mineralogy and geology.

TRINITY COLLEGE.

The whole course of instruction in this college is embraced in eleven schools. Theology or law may be studied exclusively; in all other departments the student may make his own selection, but must take at least three schools. There are two courses for full graduation, of four years each. A preparatory school is connected with the college. "Certificates of proficiency" are given for satisfactory attainments in any school; also the degree of "graduate in a school," in addition to usual degrees conferred by colleges and universities.

NORTH CAROLINA COLLEGE.

This college includes four departments—collegiate, scientific, academic, and theological. The latter was established by the Evangelical Lutheran Synod of North Carolina. The course of study in this department occupies two years; in the collegiate, four.

WAKE FOREST COLLEGE.

A preparatory department is connected with this college. Besides the usual college degrees, certificates of proficiency and graduation are issued.

BINGHAM SCHOOL.

This is organized as a military school. The courses of study are classical, English, and commercial.

WESLEYAN FEMALE COLLEGE.

This college is under the patronage of the Virginia conference of the Methodist Episcopal Church South, which has always furnished its president and agents.

RALEIGH FEMALE SEMINARY.

This seminary has two departments—preparatory and collegiate. Special facilities are offered for the ornamental branches. The geological cabinet contains several hundred specimens.

SALEM FEMALE ACADEMY.

This institution is believed to be the oldest existing boarding-school for young ladies in the Southern States. It is under the auspices and control of the Moravian Church.

WILSON COLLEGIATE SEMINARY.

This seminary for young ladies has three departments—primary, academic, and collegiate. There is also an advanced class in literature for those who have completed the collegiate course.

NORTH CAROLINA INSTITUTE FOR THE DEAF, DUMB, AND BLIND.

With the close of the last session 11 of the pupils of this institution completed the allotted course of seven years. Of this number 3 were permitted to return to make special preparation for teaching. At the beginning of the session a class of 25 was organized for instruction in articulation and lip-reading. The results afford great reason for gratification. The mechanical department is not so flourishing as desirable.

The printing-office has been in operation until within the last two months. Being very much in need of books, an old graduate of the institution was employed to do the printing. Great attention and labor have been bestowed upon the musical department.

It is recommended that the State purchase the buildings used by the colored deaf, dumb, and blind, and save the annual rents for it, or provide elsewhere. Should this

not be done, this class of pupils will be left wholly unprovided for. North Carolina was the first to undertake the education of colored pupils of this class, and the hope is expressed that she will not now fail in her duty.

The institution is in a generally flourishing condition.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 North Carolina was the fourteenth State in population, having 1,071,361 inhabitants within an area of 50,704 square miles, an average of 21.13 persons to the square mile. This population consisted of 678,470 whites, 391,650 colored, and 1,241 Indians. Of these, 1,068,332 were natives of the United States, and 3,029 were foreign-born. Of the native residents, 648,245 whites, 379,231 colored, and 1,202 Indians were born within its borders; while of the foreign residents, 904 were born in Germany, 490 in England, and 677 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 65,301 persons attended school, and of these, 19 were foreign-born. Of the 53,868 white scholars, 28,357 were males and 25,511 females. Of the 11,419 colored pupils, 5,491 were males and 5,928 females. Eight male and six female Indians were also reported as attending school.

Illiteracy.—Three hundred and ninety-seven thousand six hundred and ninety inhabitants of all races, 10 years old and over, were unable to write, and of these 117 were foreign-born.

Age and sex of illiterates.—Of the 166,397 white illiterates 38,647 were from 10 to 15 years old, and of these 20,240 were males and 18,407 females; 31,911 were from 15 to 21 years old, of whom 15,384 were males and 16,527 females; 95,839 were 21 years old and over, of whom 33,111 were males and 62,728 females. Of the 230,606 colored illiterates 40,955 were from 10 to 15 years old, and of these 21,313 were males and 19,642 females; 44,805 were from 15 to 21 years old, of whom 21,341 were males and 23,464 females; 144,846 were 21 years old and over, of whom 68,669 were males and 76,177 females. Two hundred and eighty-four male and 403 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,161, having 2,692 teachers, of whom 1,739 were males and 953 females, to educate 64,958 pupils, of whom 32,664 were males and 32,294 females.

Amount and source of educational income.—The total income of all the educational institutions was $635,892, of which $9,160 were derived from endowment, $232,104 from taxation and public funds, and $394,628 from tuition and other sources.

Public schools.—The 1,435 public schools, with 1,518 teachers—1,125 males and 393 females—were attended by 41,912 pupils, of whom 21,279 were males and 20,633 females. To educate these they had a total income of $205,131, of which $600 were derived from endowment, $174,197 from taxation and public funds, and $30,334 from tuition and other sources.

Colleges.—The 22 colleges, with 91 teachers, 60 males and 31 females, were attended by 1,526 pupils, of whom 694 were males and 832 females. To educate these they had a total income of $94,290, of which $5,820 were derived from endowment, $3,000 from taxation and public funds, and $85,470 from tuition and other sources.

Academies.—The 111 academies, with 238 teachers, of whom 135 were males and 103 females, had an attendance of 5,006 pupils—2,866 males and 2,140 females—and a total income of $98,631, of which $2,200 were derived from endowment, $1,040 from taxation and public funds, and $95,391 from tuition and other sources.

Private schools.—The 542 day and boarding schools had 753 teachers—378 males and 375 females—and were attended by 13,297 pupils, of whom 6,223 were males and 7,074 females. They had a total income of $178,621, of which $60 were derived from endowment, $4,448 from taxation and public funds, and $174,113 from tuition and other sources.

Libraries.—Six hundred and fifty-six public libraries were reported, with 202,651 volumes; also, 1,090 private libraries, with 339,264 volumes; in all, 1,746 libraries, containing 541,915 volumes.

The press.—The 64 periodicals issued in the State, had an aggregate circulation of 64,820 copies, and an aggregate annual issue of 6,684,950 copies.

Churches.—Of the 2,683 church organizations, 2,497 had edifices with 718,310 sittings, and the church property was valued at $2,487,877.

Pauperism.—Of the 1,652 paupers, 1,119 were native whites, 528 native colored, and 5 foreigners.

Crime.—Of 468 persons imprisoned, June 1, 1870, 132 were native whites, 330 native colored, and 6 foreign-born. One thousand three hundred and eleven persons were convicted during the year.

Age and sex of population.—Of the total population, 359,930 were from 5 to 18 years old, of whom 182,421 were males and 177,509 females; 769,629 were 10 years old and over, of whom 365,528 were males and 404,101 females.

Occupations.—Three hundred and fifty-one thousand two hundred and ninety-nine

persons of these ages were engaged in various occupations, of whom 292,439 were males and 58,860 females. Two hundred and sixty-nine thousand two hundred and thirty-eight persons were engaged in agricultural pursuits, of whom 241,010 were males and 28,228 females; 51,290 in personal and professional services, of whom 23,073 were males and 28,217 females; 10,179 in trade and transportation, of whom 10,094 were males and 85 females; 20,592 in manufactures and mechanical and mining industries, of whom 18,262 were males and 2,330 females.

Age and sex of working population.—Of the 351,299 employed persons, 47,789 were from 10 to 15 years old, of whom 37,724 were males and 10,065 females; 279,055 were from 16 to 59 years old, of whom 232,583 were males and 46,472 females; 24,455 persons were 60 years old and over, of whom 22,132 were males and 2,323 females.

SCHOOL OFFICIALS.

ALEX. MCIVER, *superintendent public instruction, Raleigh.*

COUNTY EXAMINERS.

County.	Examiner.	County.	Examiner.
Alamnace	W. S. Long.	Lenoir	W. A. Coleman.
Alexander	W. E. White.	Lincoln	R. W. Wetmore.
Alleghany	W. P. Halbrook.	Macon	E. M. Scruggs.
Anson	W. O. Bennett.	Madison	J. R. Sams.
Beaufort	Burton Stilley.	Martin	H. H. Lanier.
Bertie	David E. Tayloe.	McDowell	M. L. Kayler.
Brunswick	John N. Bennett.	Mecklenburgh	J. B. Boone.
Buncombe	Edward J. Astan.	Mitchell	S. M. Green.
Burke	Neilson Tally.	Montgomery	W. T. H. Ewing.
Cabarrus	D. R. Bruton.	Moore	W. J. Stewart.
Caldwell	George H. Round.	Nash	A. W. Bridgers.
Camden	T. B. Boushall.	New Hanover	A. R. Black.
Carteret	E. L. Perkins.	Northampton	A. J. Britton.
Catawba	M. E. Lawrence.	Onslow	L. G. Woodward.
Chatham	J. W. Hatch.	Orange	Samuel W. Hughes.
Cherokee	W. H. H. Hughes.	Pasquotank	Frank Vaughan.
Chowan	Jeptha A. Ward.	Perquimans	J. T. Smith.
Clay	W. A. Curtis.	Person	J. J. Lansdell.
Clevcland	L. N. Durham.	Pitt	S. E. Hines.
Columbus	J. W. Council.	Polk	E. J. Bradley.
Craven	C. A. Nelson.	Randolph	M. S. Robbins.
Currituck	V. L. Pitts.	Richmond	H. H. Crowson.
Davidson	E. Raper.	Robeson	D. C. McIntyre.
Davie	B. F. Lunn.	Rockingham	W. N. Mebane.
Duplin	Alex. Kirkland.	Rowan	R. A. Knox.
Edgecombe	W. A. Duggan.	Rutherford	W. W. Wallace.
Franklin	Robert M. Furman.	Sampson	B. F. Grady, jr.
Gaston	R. W. Sandifer.	Stanley	S. J. Pemberton.
Gates	M. L. Eure.	Stokes	W. A. Flint.
Granville	James B. Floyd.	Surrey	J. C. Gilmer.
Greene	John Harney.	Tyrrel	John A. Spruill.
Guilford	N. Mendenhall.	Wake	W. Whitaker.
Halifax	J. H. Nothington.	Warren	John E. Dugger.
Haywood	W. T. Wilson.	Washington	Lewis C. Latham.
Henderson	J. W. Kilpatrick.	Watauga	William F. Shull.
Hertford	J. B. Slaughter.	Wayne	John Robinson.
Hyde	S. S. Jones.	Wilkes	Thos. J. Gilreath.
Iredell	J. H. Hill.	Wilson	E. M. Nadall.
Jackson	J. T. Allison.	Yadkin	M. Baldwin.
Johnston	J. Horton.	Yancey	David M. Ray.
Jones	E. F. Sanderson.		

OHIO.

[From report of Hon. Thomas W. Harvey, State commissioner of common schools, for the school year ended August 31, 1871.]

SCHOOL FUND.

Receipts from State school tax	$1,514,060 34
Receipts from interest on irreducible funds, &c	241,401 94
Receipts from local taxes	4,947,799 79
Receipts from sale of bonds	414,072 51
Receipts from fines, licenses, &c	248,657 62
Total receipts for 1871	7,365,992 20
Grand total of receipts, including balance on hand September 1, 1870	9,610,046 50

FINANCIAL STATEMENT.

Increase in State school tax over last year	$61,614 49
Increase in interest on irreducible funds, &c	6,652 08
Increase in local taxes	57,919 67
Increase in grand total of receipts	245,280 80
Total amount paid teachers	4,107,795 30
Increase over last year	200,528 31
Amount paid for managing and superintending schools	102,980 05
Increase over last year	4,447 04
Amount paid for sites and buildings	1,517,021 09
Decrease from last year	462,556 45
Amount paid for fuel and contingent expenses	1,103,238 12
Decrease from last year	61,950 42
Amount paid for interest on and redemption of bonds	423,694 80
Grand total of expenditures in 1871	7,254,729 36
Increase over last year	104,163 28
Balance on hand September 1, 1871	2,355,317 14

The decrease of $61,950.42 in the amount paid for fuel and other contingent expenses results from the fact that heretofore this item included the amount paid for interest on and redemption of bonds, which is now for the first time reported as a separate item. If these two amounts were united, there would be, instead of a decrease, an increase of $361,744.38.

SCHOOL POPULATION.

White males	526,109
White females	505,656
Total white scholastic population	1,031,765
Increase over last year	16,190
Colored males	13,402
Colored females	12,881
Total colored scholastic population	26,283
Increase over last year	176
Whole number of males	539,511
Whole number of females	518,537
Total scholastic population	1,058,048
Increase over last year	16,368

ATTENDANCE.

Number of males enrolled	383,722
Number of females enrolled	348,400
Total enrollment	732,122
Increase over last year	7,226
Average attendance of males	223,470
Average attendance of females	208,982
Total average attendance	432,452
Increase over last year	18,559
Per cent. of attendance on enrollment	60.54
Increase in percentage over last year	2.89

CLASS SCHOOLS AND PRIVATE SCHOOLS.

There are two kinds of class schools in the State: German schools, where instruction is given in the German language exclusively, and schools composed exclusively of colored children.

Number of pupils enrolled in German schools	5,480
Increase over last year	384
Number of pupils enrolled in colored schools	5,822
Increase over last year	495
Number of pupils enrolled in private schools	5,945
Decrease from last year	4,555

TEACHERS AND TEACHERS' PAY.

Number of teachers in German schools	91
Increase over last year	13
Number of teachers in colored schools	145
Number of male teachers in common schools	9,563
Number of female teachers in common schools	12,544
Total number of teachers employed	22,107
Increase over last year	269
Total number of permanent teachers	7,580
Increase over last year	409
Changes of teachers during the year	7,360
Whole number of teachers necessary	14,747
Increase over last year	372
Average number of weeks taught	33
Average gentlemen's monthly pay in township primary schools	$37 00
Average ladies' monthly pay in township primary schools	$21 00
Average gentlemen's monthly pay in township high schools	$57 00
Average gentlemen's monthly pay in separate district primary schools	$72 00
Average ladies' monthly pay in separate district primary schools	$41 00
Average gentlemen's monthly pay in separate district high schools	$93 00
Average ladies' monthly pay in separate district high schools	$58 00

SCHOOL PROPERTY.

Whole number of school-houses in the State	11,571
Whole number of school-rooms in the State	14,186
School-houses erected in 1871	578
Cost of school-houses erected in 1871	$1,025,077
Total value of school property in the State	$14,988,612
Increase over value of last year	$1,170,058

AVERAGE RATE OF LOCAL TAX FOR COMMON SCHOOLS.

Average number of mills on each dollar, local levy, in townships for schools in 1871	3.02
Average number of mills on each dollar, local levy, in townships for schools in 1870	3.63
Decrease	.61
Average number of mills on each dollar, local levy, in separate districts, for schools in 1871	6.19
Average number of mills on each dollar, local levy, in separate districts, for schools in 1870	7.57
Decrease	1.38

DECREASE OF TAXES.

The act of May 1, 1871, restricting township boards of education to 3¾ mills on the dollar, and all other boards of education to 5¼ mills on the dollar, has operated as the chief cause of the decrease above reported. The reduction of local indebtedness for school-houses has contributed something to the large decrease in the rate of tax in separate districts. In many districts whose aggregate valuation of taxable property under

the new appraisement is not proportionably increased, the said statutory reduction in the rate of the levy, it is feared, will seriously embarrass boards of education in their efforts to comply with the requirements of law. The interests of our public schools obviously require a restoration of the former rate of local tax for school purposes.

THE NET COST OF EDUCATION FOR THE YEAR.

In townships, total cost, less amounts paid on permanent property in 1871	$2,860,882
In separate districts, total cost, less amounts paid on permanent property in 1871	2,453,128
In the State, total cost, less amounts paid on permanent property in 1871	5,314,010

In townships, average cost per pupil on year's expenditures, net, in 1871	$9 75
In separate districts, average cost per pupil on year's expenditures, net, in 1871	$17 66
In townships, average cost per pupil on year's expenditures, net, in 1871, including 6 per cent. on estimated value of permanent improvements	$11 09
In separate districts, average cost per pupil on year's expenditure, net, in 1871, including 6 per cent. on estimated value of permanent improvements	$21 30
In the State, average cost per pupil on year's expenditure, net, in 1871, including 6 per cent. on estimated value of permanent improvements	$14 37

SCHOOL LANDS.

We have been for a year or more engaged in reviewing and correcting errors in the sixteenth-section accounts of this office, and have corrected, perhaps, one-half of them. It is recommended that the State auditor be authorized to make an examination of the records of the Land Office at Washington, that the facts concerning these grants may be ascertained. Otherwise the State will probably never obtain possession of all the lands to which it is legally entitled, and the income from the sale or rent of schools lands will never be justly apportioned.

CODIFICATION OF THE SCHOOL LAWS.

The necessity of a codification of the school laws was presented in the last, and also in several preceding reports. There are about forty thousand school officers and twenty thousand teachers in the State. That they may be enabled to perform their duties understandingly, the school laws should be plain and definite in statement. A codified bill, it is hoped, will secure this desirable result as well as furnish the occasion for making such changes in our school system as may be deemed expedient.

THE TOWNSHIP SYSTEM.

It is no wonder that a system so cumbrous and complicated should prove a fruitful source of neglect, perplexity, misunderstanding, and litigation. It is recommended that the number of local directors in each sub-district be reduced from three to one, and certain powers, neither vital nor important to local interests, be transferred from them to the township board organized precisely as it now is. A riddance will thus be made of friction and dead weight, and our school system made compact and efficient.

SUPERVISION.

Practically, our country schools are without supervision. There being no one in each county to organize, counsel, and direct, these schools are frequently a chaos of misapplied good purposes, wasteways of unused or misdirected energies. While our cities and towns have made rapid progress in every thing that concerns education, our rural districts have failed to keep pace with them, and, in some localities, have actually retrograded. Supervision has ceased to be an experiment. It is now the settled policy of the States that have once adopted it, and we confidently trust that Ohio will soon follow their example.

EXAMINERS.

The system of examination by local boards works badly in small towns and villages, and examination by county boards equally so, applied to large towns or cities. It is respectfully recommended that the State board of examiners be authorized to divide the State into districts of convenient size, and to appoint three competent persons in each

district, who shall constitute a district board of examiners, and that each district board be empowered to grant certificates which shall be valid five years, unless revoked for good cause.

At the meeting of the State board of examiners, February 15, 1871, it was agreed that English literature, general history, and the Constitution of the United States should be added to the list of test branches. It was also decided to discontinue the practice of former boards, in regard to partial examinations, and that after next annual examination each candidate should be required to pass a satisfactory examination upon the entire list of test studies. At the first examination held by this board, twenty-six persons appeared, to eighteen of whom certificates were granted.

TEACHERS' CERTIFICATES.

State certificates granted in 1871	18
County certificates granted for two years, 1871	563
County certificates granted for eighteen months, 1871	2,315
County certificates granted for one year, 1871	7,869
County certificates granted for six months, 1871	9,082
Total certificates granted in 1871	19,829
Number of colored applicants for certificates	231

ADDITIONAL CERTIFICATES REQUIRED.

There seems to be a need for a grade of certificates intermediate between those granted by the State and the county board of examiners. Certificates valid throughout the State for a longer period than two years, but issued to experienced and successful teachers only, would be highly prized by a large number who find the present method of examination expensive and embarrassing. They would also be incentives to diligence on the part of many who despair of ever obtaining a State certificate.

TEACHERS' INSTITUTES.

Reports have been received from sixty-eight teachers' institutes. These reports show that 308 instructors and lecturers were employed in conducting the exercises; that 7,158 teachers, nearly one-third of the whole number in the State, were in attendance; that the sum of $16,361.99 was expended in sustaining them. Institutes are among the most important educational helps. The suggestion has been made, and is here repeated, that some legislation is needed to make them more effective, and relieve teachers from the burden of their support.

SCHOOLS FOR COLORED CHILDREN.

The statute providing for the education of the colored children in the State is, in its practical operation, a failure. In sections where they are few in number, the public money to which they are entitled is not sufficient for the support of a separate school for any length of time, and in some instances the express provisions of the law have been disregarded, and all the school-funds appropriated to the support of schools for white children only. It is respectfully recommended that the statute be so amended as to secure for colored youth educational advantages equal to those enjoyed by others.

NORMAL SCHOOLS.

A commendable feature in some of our private schools is the attention given to normal instruction. In the absence of other efficient means and facilities for professional training, their efforts to supply a manifest want merit encouragement and reward. There exists an urgent necessity for well-conducted normal schools. We are entering upon a new era of education. Old methods of teaching are being replaced by new ones. We acknowledge that, as a class, our teachers are not so well qualified as they should be, but we fail to provide the means that will give us better ones. We have taken scarcely a single step forward since 1853, but have suffered other States to sweep past us in their onward march, while we have been drifting about in an eddy of stolid conservatism. Our school system needs to be vitalized and made efficient by the employment of agencies which will furnish us competent teachers. The sum, not exceeding $100 from each county, paid into the "teachers' institute fund," is all the provision made by Ohio for normal instruction. Policy and necessity demand the establishment of one or more normal schools, to be sustained as State institutions.

CINCINNATI.

GERMAN IN THE PUBLIC SCHOOLS.

From the large infusion of the German element in the population of Cincinnati, this important department of the school system must continue to engage the attention of a very considerable portion of the people. That more than one-half of all the pupils in the public schools study German is a striking evidence of the interest felt in it. During the past year there has been appointed an assistant to the superintendent of public schools, whose duty is principally to take special charge of the German-English department. He reports this department as, upon the whole, in a fair condition.

The establishment of a German normal department, in connection with the existing normal school, is strongly recommended. This is absolutely necessary, unless it is intended to rely in the future upon Germany for the supply of teachers in the German department. The employment of foreigners as teachers in our public schools is to be deprecated, because from such, pupils can not receive such a political education as befits the republican principles and institutions of our country. A lack of such political training is regarded as the weakest point in our educational system.

It is also recommended that the use of separate readers be dispensed with. Those at present in use answer every purpose; the requisite grammatical explanation should be furnished by the teacher, and the reading-lesson will be more interesting for being understood in both languages. Wherever, in teaching, two living languages are used co-operatively, the understanding of the one can be rendered more perfect by a knowledge of the other. And this is more particularly the case when the two most beautiful of existing languages are brought together—the mother, the German; and the daughter, the English. The German may be used by way of defining the English with infinitely more advantage than could be accomplished by a purely English definition, and so *vice versa*. At present that very important part of the study of German, the translation, is exclusively in the hands of the German teachers. This fact renders more obvious the necessity of a German normal department.

DRAWING AS A COMPULSORY BRANCH OF INSTRUCTION.

Until recently no attempt has been made to introduce drawing as a compulsory branch of instruction into all grades of schools; and for Cincinnati is claimed the honor of inaugurating this new movement on a systematic and progressive plan. Since the start she has maintained her place among the foremost in the strife for excellency in this most important branch of education. But a city setting out on such an enterprise as a general diffusion of art culture ought not to shrink from counting the cost. The board must, if it expects to reap any adequate harvest from the seed sown, nourish it with a generous hand. Every school should be provided with a liberal supply of models; for, without such aids, the superintendent of drawing and his assistants will find themselves hampered at every step.

Such arrangements have been made for the instruction of the regular teachers of the schools in this branch that it will be possible soon to reduce the number of special teachers to four, or even a less number; but that it will be possible ever to dispense with all of them, without great injury to the instruction in their department, is not believed. That the regular teachers may be trained to instruct profitably in the elements of drawing, may be assumed as an established fact; and that is all that can justly be expected of them. Professional teachers will always be needed for the higher departments of this art.

The time devoted to drawing in the primary schools is three half-hours per week, so arranged that one full hour has been given in all grades above E for explanation and development of the figures contained in the exercises. The remaining thirty minutes are taken for a practice lesson and review of the previous lesson. In the intermediate schools the time allotted is eighty minutes—forty for instruction and explanation by the special teacher of drawing, the remaining forty being taken as a practice lesson under the supervision of the class teacher.

Viewing the subject of art instruction from the pecuniary stand-point, it is fully believed that the community will receive no richer return from any branch taught in the schools, for the money invested. The same remarks will apply equally to the instruction given in music.

MUSIC.

The examination in this branch showed a very great improvement in note-reading and the singing of exercises at sight; but the greatest improvement was in song-singing. The children sang not only in better time, but with a much better quality of voice.

The regular teachers have labored in harmony with the music-teachers to advance the interests of this important branch, and in giving instruction to their classes show that they have gained greatly in skill during the year. From year to year the plans of instruction in this department are crystallizing more and more into a harmonious system. The examination of the graduating class of the normal school occupied a whole day, and was very thorough, not only in the theory of music but in the ability of its different members to give practical instruction to a class.

LANGUAGE LESSONS.

A distinguishing trait of the Cincinnati schools is the prominence that language culture occupies in their course of study. In arranging this course, the truth has been prominently borne in mind that correct expression is not only valuable in itself, but has a powerful reflex influence in promoting correct thinking.

Having long felt that technical grammar, as usually taught, is of little practical value, the committee on course of study set to work resolutely, some three or four years ago, to bring about an entire revolution in the method of teaching grammar. Instead of reserving grammar as a study for the highest grades, a course was constructed to begin with the child's first day in school, and keep him company through every grade until he reaches the high school, where it is expected that rhetoric and a critical study of some of the best English classics will finish the solid and symmetrical structure.

The teacher is not to aim at a recitation of grammatical rules and definitions, but at a ready and correct use of the language itself, the latter alone having a real and practical value in the future career of the scholar. To this end mere technicalities are to be avoided as far as practicable, but when used to be thoroughly explained in terms to be readily comprehended by children. All text-books are excluded from the district schools, and an elaborate syllabus was prepared for the use of teachers. This plan has been thoroughly tried, and its success has been all that could have been expected. The knowledge gained by pupils through its workings has been no heap of "dry grammatical compost," but a knowledge which has rendered them more familiar with the use of language in a practical way, and which is also leading them gradually up to an appreciation of the beauty and power of the highest expression of thought.

In the primary schools, object-lessons form the basis of language-lessons, the child acquiring the habit of ready and correct expression as he acquires the habit of observation. The success of this course depends almost entirely upon the teacher. If he possess method, versatility, and enthusiasm, he can make the work intensely interesting; but if he be a mere routinist, the course in his hands will prove little less technical, formal, and unpractical than the old method of etymological grammar, with its absurd and humdrum parsing exercises.

The course pursued in one of the German-English schools is worthy of commendation. It is the custom for the English teacher to write a composition on the board, the pupils following, and turning it, sentence by sentence, into German; the German compositions to be corrected by the German teacher. Then a German composition is turned into English in the same way. The compositions of this distich run in couplets; the one in English, the other in German, and on the same topic. The advantages of this plan in giving accuracy and readiness in the use of both languages can scarcely be overestimated.

NIGHT SCHOOLS.

These were opened October 16, and closed February 17, having been in session one week longer than the year before. There was a falling-off in the enrollment, while the per cent. of attendance on the enrollment remained about the same. The attendance of both years, however, was much below that of the first, in proportion to the number enrolled. It is difficult to account for these results, as no pains have been spared to induce youth unable to attend the day schools to attend the night schools. The best teachers have been employed, and every appliance necessary to the progress of the pupils has been freely furnished.

CINCINNATI UNIVERSITY.

There has as yet been no union of the different educational funds, which it was hoped would be brought together under the law passed with such remarkable unanimity by the legislature, and there seems no prospect of an early opening of this institution. Some months since an able and well-considered curriculum of study, adapted to the opening work of the university, was reported to the board of directors. Since then nothing seems to have been done. Unquestionably the best interests of Cincinnati demand an early opening of the university, and this demand is seconded by the almost unanimous voice of her citizens.

PUBLIC LIBRARY.

During the past year the library has been removed from narrow and inconvenient quarters to a beautiful and well-arranged building; and by the liberal appropriation of the board of education and the concurrent action of the city council, the completion of a fire-proof building, with a capacity of 250,000 volumes, is assured. The accessions to and the use of the library have largely increased.

COLUMBUS.

CONDITION OF SCHOOLS.

The extension of the corporate limits of the city has brought under the control of the board of education several suburban schools. The parents and children, having become accustomed to the loose discipline and unmethodical instruction of schools in the rural districts, were restive under the more rigid rules and regulations of the city schools. Owing to this the year's work in these schools has not been very satisfactory. In the others the progress has been all that could be desired. A new classification has been made, and the course in the grammar and primary schools reduced from 9 to 8 years. The unusual prevalence of children's diseases has been an insurmountable obstacle in the way of regular and uniform attendance. Some of the schools were reduced one-half.

WOMEN PRINCIPALS.

During the year the experiment has been tried of employing women as principals of schools. "So far as the results of a single year are concerned, the experiment is a success. There were fewer difficulties between teachers and pupils, and a less number of complaints entered by parents against teachers, than in former years." Nevertheless the opinion is expressed that "the only true system of education is the one wherein both men and women are employed in the training of youth."

BRANCHES OF STUDY.

Music has been included in the course of study for several years, but so unsatisfactory have been the results that the subject was in danger of being stricken out. The adoption of a course of instruction in accordance with the Boston plan gives hopes of more satisfactory results.

Drawing has been introduced into the grammar and primary schools, but until the teachers acquire greater skill little can be accomplished.

The German language was taught in 23 schools, besides the high school, during the year. The number of pupils studying this branch was 1,553. German-English schools have been a constituent part of the public-school system ever since its existence, and have been universally the best filled and most regularly attended.

NORMAL CLASS.

As a means of supplying more thoroughly trained teachers, it is recommended that a normal class be established in the high school. If this could be done it is believed there would be fewer failures resulting from the want of professional knowledge and experience.

HISTORY OF THE PUBLIC-SCHOOL SYSTEM.

The public-school system of Columbus was organized in 1845. The citizens refused to allow a tax to be levied, and the entire fund at the disposal of the board was $896.86, received from the State fund. Thirteen schools were opened. In 1847 there were 17. In 1852 the number had increased to 22, (four of which were German-English,) and in 20 years it has risen to 100, with a school property valued at $420,000.

TOLEDO.

The following account of the Toledo schools is taken from an article in the Toledo Blade, furnished by Colonel De Wolf, the city superintendent:

ORGANIZATION.

"The Toledo public schools were organized in May, 1849, under the Akron law, somewhat modified. In 1849-'50, five schools accommodated the youth of the city, of whom

682, or 60 per cent. of the enumerated youth, were enrolled. Pupils were admitted, as they were enumerated, from the age of 5 to 20, inclusive. At an early period in the history of the schools those under 6 were excluded from the schools.

EARLY TEACHERS.

"On the list of early teachers appears the name of Hon. Anson Smythe, from 1850 to 1854. Among the superintendents is the same name, from November, 1850, to February, 1856, at which time this gentleman became State school commissioner, and was succeeded by Hon. John Eaton, jr., now Chief of the Educational Bureau of the United States. Mr. Eaton was followed by Moses T. Brown, esq., in March, 1859; he resigned in April, 1864, and the present incumbent was elected to the place.

PRESENT CONDITION.

"In March, 1864, there were 24 schools and 33 teachers, enrolling during the year 2,217 pupils, out of 5,392 enumerated. The term-enrollment of the high school, four classes, was 61. In January, 1866, the German schools then existing were adopted into the public-school system, and since that time others have been added to meet the wants of this class. With these additions, the growth of the city, and a constant effort to induce all children to attend the schools, (clothing, in many cases, being provided through private benevolence for those who could not otherwise attend,) the number of schools has now reached 80, the number of teachers 100, and the number of pupils 6,572, or 62 per cent. of the mean between the 10,236 and the 10,860 youth enumerated in 1871 and 1872. The term-enrollment in the high school—now three classes—is 181.

EVENING SCHOOLS.

"The Toledo board of education also maintain evening schools three nights each week, during the winter, for those only who can not attend a day school. At these 315 pupils, over 13 years of age, were enrolled, the average weekly enrollment being 247; the average nightly attendance, 180. In the Catholic Church schools there are enrolled about 1,200 pupils.

INFLUENCE OF MANUFACTORIES.

"The growth of such manufactories as employ juvenile help is already affecting the attendance of youth in our schools. In one of these I found nearly 100 youths, from 11 to 17, and in each of several others a large number. Night schools will do something for this class, especially for such as had a good start in the day schools. Indeed, our statistics show that what is done for a large majority of our youth must be effected before they arrive at the age of 14, or even 12.

WRITING.

"Let me also say, what I find can not be too often reiterated, that writing much in school exercises, if carefully done, affords a most excellent means of fixing in the mind a systematic knowledge of the subject, and is the only means of learning to construct English sentences, to capitalize and punctuate, and also to spell. In all German schools much more use is made of the pen than in America. The good results are manifest in many directions.

DRAWING IN SCHOOLS.

"A notion prevails among large classes of our American citizens that drawing is a mere accomplishment, beneath the notice of young men looking forward to active vocations. In our new and rushing communities, where so many amass fortunes by the roughest process, it is perhaps not strange that we have given little thought to the refined methods by which older nations so greatly increase the value of their less abundant raw material. Art has thus wanted an opportunity among us to demonstrate its power to enrich or to cultivate a people. Happily, there is a promise of change in this regard.

TIME REQUIRED TO TEACH DRAWING.

"It has been demonstrated to the satisfaction of experienced educators, and I think our experience corroborates it, that drawing and writing can be taught to children with the same outlay of time and labor as is required to teach writing alone. Teachers accustomed to give systematic instruction in other branches require, it is found, but a short period, by persistent effort, to be able to instruct in free-hand and object drawing, and not many months longer to add geometric and the elements of perspective drawing.

UTILITY OF THE STUDY OF DRAWING.

"To the teacher of physical science and of history, from the primary to the highest departments of instruction, the ability to assist description by representation is of untold value. This is indispensable to the scientist as an original explorer. The development of the ideal of symmetry, with variety and elegance, is of great value to the dealer in all manufactured articles. It adds culture as well as power to the scholar and the professional man, to the man of means and large designs.

"Toledo has not wished to be behind other cities in her attempt to encourage this culture through her public schools. She has for several years furnished a teacher for special classes, and of late has required free-hand, object, geometric, and perspective drawing in their appropriate places in all the schools, two lessons being given each week.

"Map-drawing, in addition to the aid it has rendered in the study of geography, has assisted much in developing neat, precise, and rapid execution with chalk and pencil. The oral instruction required in the schools, embracing at first the forms of objects and of geometric figures, and then of vegetation and of animals, has contributed interest to our drawing-lessons, and has been greatly aided by the ability of teacher and pupil to make even flat representations of these objects.

METHODS OF TEACHING.

"The fact that a very large majority of our pupils never reach our high schools, to study text-books in those physical sciences a knowledge of which has so wide an application in common life, calls for careful consideration. It furnishes abundant reasons, if there were no other, for regular oral instruction, through all the lower grades, in the forms and qualities of objects; the laws of motion; the nature of the atmosphere, with the subject of ventilation; the forms and something of the philosophy of vegetable and animal life. Did all pupils enter the high schools, even, we have found it to be of great value to have introduced the elements of these subjects at an early age. Much familiarity is thus acquired with that part of the vocabulary of science which depends on mere forms, as in botany, and on the manifest qualities of matter, besides the gain in habits and power of observation, reasoning, and expression.

"The old ungraded district schools, in session for grammar scholars but three months in a year, proposed to, and often did, teach the "three R's," with geography and grammar, well. Is it absurd to say that our city graded schools, occupying the time and life of the pupils regularly ten months in the year, can not do more than this? Indeed, there is abundant evidence of the fact that those teachers who at once strike out into the sprightly oral methods recommended by the best educators of Europe and America find their work pleasing, their pupils highly delighted, and intellectual development sure and rapid; while those who attempt to goad on their pupils in arithmetic and grammar alone lead but a sorry life, and find their pupils behind, even in these branches, those who have had mingled with their tasks the warm, fresh thought and genial smile of an enthusiastic teacher. A superintendent has often but to pass out of an atmosphere freighted with discouragements and irksome toil, to learn, at the distance of a wall's breadth, how pupils may love to observe outside of books, and to report the results of previous observations; how they "champ upon the bit, and press into the harness," to get forward.

"Through this pleasing variety, which is rest in intellectual operations, the wise teacher develops mental strength for the quicker and easier performance of other school labors. He discovers, by closer contact with his pupils, the advantage of mind as a factor in the production of results. He sees that, with twenty units of mental power, he must reach his hundred units of excellence through eighty units of toil; but that, by profitably occupying the mind of his pupil until eighty units of mental power accrue, he may achieve the same success with twenty units of exertion. He is unwilling, therefore, to imitate the rustic who grudges the time to grease his axles, and drags the tightened wheels toilsomely along.

"A pupil dull in books is often quick and correct in his powers of observation, and may be the means of exciting mere book-worms to observe, besides being himself conducted into special channels of success for life, by an early and free development of his proper powers.

"Teachers nursed on grammar and arithmetic, and obtaining their living by instructing others in them, are hardly prepared to notice how small a part the nice analysis of sentences, or even the intricacies of the science of numbers, plays in the workshop, the management of affairs, or in social intercourse. Good in their way, they are not good enough to stand in the way of every thing else, especially of what might be of use to the man who must gain his living by knowing the nature of the elements about him. Besides this, the free interchange of original speech recommended in this oral instruction gives the accomplished teacher the best of opportunities to apply the principles of his text-books in correcting and refining the language of his pupils. These

physical sciences also afford most excellent opportunities for practice in the science of numbers.

"Thus we claim, that by such management and forethought on the part of the teacher as becomes so important a calling as his, many advantages of the study of the natural sciences may be secured, in and below our grammar schools, without greatly diminishing the valuable results now sought through an almost exclusive devotion to text-book routine. In this we do not advocate smattering; but insist all the more severely, as our interest rises in the work here recommended, that a correct and thorough method of teaching the text-books is the shortest way out of them, and the true and only way to gain time for this important work.

"In conclusion, let me beg you not to suppose that I am more interested in the few topics I have discussed than in many others. Music, well taught as a science in all our schools, may be of untold value in preparing the pupils for refined enjoyments, and for the exertion of powerful influences for good. I should like, also, to report some of the results of the sprightly conversational methods of teaching the modern languages adopted in our schools some years since, as compared with the results of the mere text-book routine of former years. The practice of early studying up short topics in biography, history, natural history, &c., as subjects of free conversations in the class, has added great interest and efficiency in the acquisition of the languages, besides furnishing an occasion, under the hand of an intelligent teacher, for the accumulation of much useful information."

STATE REFORM SCHOOL FOR GIRLS.

The general workings of this institution during the past year have been highly satisfactory. The improvement of the inmates has been, almost without exception, very marked. The entire enrollment of the school at the close of the last year was 104, of whom 5 have been discharged by the trustees, 2 by legal process, 2 by expiration of time, and 1 died. The age prescribed by law for admission to the institution is from 7 to 16 years. The average age of those admitted during the first year was 15 years; of the second year, 13 years; and of the third year, 12⅔ years. The rapid increase in the number of pupils has made it necessary to ask of the legislature an appropriation of $12,000 for one new building, and $5,000 for remodeling old ones to meet temporary demands. Receipts for the year, $25,759; aggregate expenditure, $18,180.

TOLEDO UNIVERSITY OF ARTS AND TRADES.

Mr. Jesup W. Scott, of Toledo, has donated 160 acres of land, valued at $80,000, within the limits of the city of Toledo, for the endowment of an institution to be known as the Toledo University of Arts and Trades. "All the advantages offered by this institution are to be free of cost to the pupils who have not the means to pay for the same, and all others are to pay such tuition and other fees as the trustees may require." The institution is to be open to both sexes. Mr. W. H. Raymond has made a gift to the university ample for the endowment of a professorship.

OHIO AGRICULTURAL AND MECHANICAL COLLEGE.

The land-scrip voted by Congress to Ohio for the purpose of establishing a college of agriculture and the mechanic arts has been sold, and the proceeds, with the interest thereon, amount at the present time to nearly $460,000. This fund has been increased by $300,000, voted by the citizens of Franklin County, in consideration of the location of the college within the limits of the county. Of this sum $111,000 have been paid for 315 acres of land near the city of Columbus, and $112,000 are to be paid for the college building now in process of erection. The remainder of the $300,000 will be expended for additional buildings, for apparatus, and other necessaries. The college building was to have been completed by the 1st of November, 1872. The faculty is not yet chosen.

As yet, our State has no institution which attempts to give a thorough scientific training, as a preparation either for agriculture or the arts. This deficiency the agricultural and mechanical college will supply, and, if well conducted and liberally sustained, can not fail to give a completeness to our educational system that has not thus far been attained.

KENYON COLLEGE AND THEOLOGICAL SEMINARY.

This institution embraces the theological seminary of the Protestant Episcopal Church in the diocese of Ohio, Kenyon College, and Kenyon grammar school. This school is preparatory to the college. Students are only admitted to matriculation in the college after sustaining a satisfactory probation. The course of study in the theological seminary embraces eight departments, and extends through three years. Students in the seminary are allowed to attend, gratuitously, any recitations in Kenyon College. Aid is given to properly qualified students, by scholarships, or by the education committee of the diocese.

ANTIOCH COLLEGE.

The educational course of this institution is thoroughly practical, and equal opportunities are afforded to both sexes. Students not desiring to take the regular college course may pursue selected studies, and after a satisfactory examination receive certificates of proficiency. A preparatory school is connected with the college, where students are fitted for the freshman class. To those not desiring to pursue a collegiate course this school offers the advantages of the best academies.

BALDWIN UNIVERSITY.

The design of the university is to provide for students, without distinction of sex, a thorough collegiate education in the college of arts; and by means of other colleges and departments, to provide a thorough scientific basis for the professions and industrial pursuits of the country. The university embraces the college of arts, with a classical, a scientific, and a preparatory department; the German Wallace college, formerly the German department of the university, but now an independent college, including a theological school; the college of pharmacy; and the commercial department. During the term of 1872–'73 a normal class will be conducted for the preparation of teachers of common schools. Other departments will be added, as demands and means may justify. There are 50 perpetual scholarships for the use of orphans.

OHIO WESLEYAN UNIVERSITY.

The departments of this institution are collegiate, preparatory, scientific, and theological. Special attention is given to modern languages and to practical surveying and engineering. An elective course is permitted. The museum is extensive and valuable, including an interesting collection of Indian relics. The arboretum on the college grounds is designed to include every variety of tree and shrub, native and foreign, that will grow in this latitude. The collection now embraces over 600 varieties. Valuable additions are annually made to the university libraries.

CINCINNATI WESLEYAN COLLEGE.

This institution, for the education of young women, includes six departments: preparatory, academic, collegiate, (with two courses, classical and scientific,) the department of modern languages, the department of music, and the department of drawing and painting. In the music department there are three grades, preparatory, academic, and normal. In the latter of these, pupils are fitted to become teachers of music. The college building is one of the finest and most commodious in the West. The average attendance for the last four years has been 230.

OHIO FEMALE COLLEGE.

This has been in successful operation for 21 years. The course of study is the same as in the best colleges for young men. Special advantages are offered for the study of modern languages, drawing, and painting. The college property is wholly unincumbered by debt, and the institution, both in its financial and educational affairs, is in a prosperous condition.

MEDICAL COLLEGES.

The trustees and faculty of the Cleveland Medical College, which is in its twenty-ninth session, announce that they have added greatly to the educational advantages of the college, not only in the increase of instructors, but also in greatly enlarged clinical advantages and in the means of practical illustrations and appliances. It is claimed that the course of study is exceptionally thorough.

The past session of the Miami Medical College was remarkably prosperous, the class being decidedly in advance of any preceding. The Cincinnati Hospital, located near the college, offers special advantages for clinical study. The college is in its thirteenth session.

The Starling Medical College is most advantageously situated in the vicinity of the State institutions for the insane, the idiotic, the blind, and the deaf-mute. The hospital of the Ohio penitentiary, and the city and county infirmary are open to the students. The college has been in operation twenty-five years.

The Ohio College of Dental Surgery announces its twenty-seventh annual session. The candidate for graduation must have had two full years of pupilage with a reputable dental practitioner, inclusive of two complete courses of lectures in the dental college.

OHIO INSTITUTON FOR THE EDUCATION OF THE BLIND.

During the term commencing September 13, 1871, there were 105 pupils in the institu-

tion; males 54, females 51. Of these, 28 are new pupils. In the different departments of the school a fair degree of success has been attained. The trades taught are broom-making and chair-seating. Three men who entered to learn the broom trade have learned it, and left to go into business. In addition to broom-making, the females are taught knitting, sewing, and bead-work. The new building of the institution is nearly completed. An appeal is made to the legislature for a larger appropriation.

OHIO REFORM SCHOOL.

The school is located upon a farm of 1,170 acres in Fairfield County. Since its opening, in 1858, there have been admitted 1,479 boys. The number received during the year 1871 was an increase of 34 over the previous year. The average time of detention is 2 years and 6 months. The boys are classed in families, (50 in each,) and are cared for by officers, called "elder brothers." No means are employed to prevent the boys from escaping. Most of them can, by judicious management, be trusted to go about without supervision, and without any danger of their running away. Five hours' instruction are given in the school each day, and every boy works one-half his time, either on the farm or in the shops.

HOUSE OF REFUGE.

The twenty-first annual report, for the year 1871, states that the number of inmates during the year was 474; boys 389, girls 85. Average time of detention, 1 year, 4 months and 7 days. A peculiar feature of the institution is the division of the inmates into five distinct families, with entirely separate apartments, so that each family is prevented from communicating with the others. This prevents the contamination of the younger and better class by the older and more vicious. In the schools the children have made rapid advancement. A large number of those who have been discharged give satisfactory evidence of complete reformation.

THE WESTERN RESERVE AND NORTHERN OHIO HISTORICAL SOCIETY.

This society, located at Cleveland, Ohio, was organized in 1867. It is engaged in the work of collecting the materials for Western history, especially to discover, procure, and preserve whatever relates to the history, biography, genealogy, and antiquities of the Western Reserve, the State of Ohio, and the great West. Its library is one of reference only, and is special in its objects. It contains 2,134 volumes, 3,100 pamphlets, 1,350 maps, and 28 volumes of bound manuscripts.

The following are the officers of the society: Charles Whittlesey, president; M. B. Scott and J. H. Salisbury, vice-presidents; A. T. Goodman, secretary; Samuel Williamson, treasurer.

HON. SAMUEL GALLOWAY.—OBITUARY.

Hon. Samuel Galloway, of Columbus, died of consumption April 5, 1872. He was born at Gettysburgh, Pennsylvania, March 20, 1811; removed to Ohio on the death of his father, just before his majority; graduated at Miami University, 1833; taught a classical school in Hamilton one year; studied theology a year at Princeton; elected professor of Latin and Greek in his alma mater, but resigned after one term on account of ill-health; professor ancient languages Hanover College, 1839, but soon retired in feeble health; resumed the study of law, which he had commenced on leaving college, and was admitted to the bar in 1842; secretary of State, and *ex-officio* State superintendent of schools in 1844 to 1849, in which office he labored zealously and effectively for the improvement of common schools. He prepared six annual reports, ably advocating universal education, teachers' institutions, normal schools, supervision, and other measures of improvement. The great educational revival, which began in 1845, and resulted in the liberal school legislation of 1848–'49, was due largely to his efforts. He was three years president of the Ohio teachers' association, from its organization in 1847. His interests in the association and in the progress of education continued through life.

HON. WARREN M'CLINTOCK.—OBITUARY.

Warren McClintock, superintendent of the London schools, died February 29, 1872. He was a graduate of Dartmouth College, Hanover, New Hampshire, 1864; superintendent schools, Waynesville, 1866; London, from 1867 till his death.

OHIO STATE TEACHERS' ASSOCIATION.

The twenty-fourth annual meeting of this association was held at Put-in Bay, July 3 and 4, 1872; President, George S. Ormsley, of Xenia. Besides the inaugural address

by the president, an able address was made by E. O. Vaile, of Cincinnati, on "The studies required of a pupil in a public school." Miss Harriet L. Keeler, of Cleveland, made a report on "Object lessons."

These addresses and papers were discussed at length by President E. T. Tappan, W. S. Furby, John Hancock, Professor J. B. Weston, Professor John B. Perry, President O. N. Hartshorn, of Mount Union College, President J. H. Fairchild, of Oberlin, and others.

Officers elected: President, Ulysses T. Curran, of Cincinnati; recording secretary, L. S. Thompson, of Sandusky; corresponding secretary, Lewis W. Day, of Cleveland.

OHIO SUPERINTENDENTS' ASSOCIATION.

The third annual meeting of this association was held at Put-in Bay, July 2, 1872; President, R. W. Stevenson, who gave his inaugural address on "Supervision: its extent and its limitations," which was discussed by President Tappan, of Kenyon College, Superintendent G. S. Ormsley, of Xenia, School Commissioner T. W. Harvey, and Superintendent W. Watkins.

Superintendent S. Frindley pesented an able report on "Uniform classification and course of study;" G. O. Fay reported upon "Methods of deaf-mute education;" A. T. Wiles reported upon "A uniform method of computing percentages of attendance." Each of these papers was discussed at length.

Officers elected: President, Samuel Frindley, of Akron; secretary, H. B. Furness, of Tiffin.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Ohio was the third State in population, having 2,665,260 inhabitants within an area of 39,964 square miles, an average of 66.69 persons to the square mile. This population consisted of 2,601,946 whites, 63,213 colored, 100 Indians, and 1 Chinese. Of these 2,292,767 were natives of the United States and 372,493 were foreign-born. Of the native residents 1,813,069 whites, 29,192 colored, and 52 Indians were born within its borders, while of the foreign residents 182,897 were born in Germany, 36,561 in England, and 82,674 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 645,639 persons attended school, and of these 13,437 were foreign-born. Of the 635,780 white scholars, 329,367 were males and 306,413 females. Of the 9,844 colored pupils, 5,097 were males and 4,747 females. Seven male and 8 female Indians were also reported.

Illiteracy.—One hundred and seventy-three thousand one hundred and seventy-two inhabitants of all races, 10 years old and over, were unable to write, and of these 39,070 were foreign-born.

Age and sex of illiterates.—Of the 152,383 white illiterates, 26,436 were from 10 to 15 years old, and of these 15,064 were males and 11,372 females; 16,059 were from 15 to 21 years old, of whom 8,568 were males and 7,491 females; 109,888 were 21 years old and over, of whom 41,439 were males and 68,449 females. Of the 20,766 colored illiterates, 2,389 were from 10 to 15 years old, and of these 1,274 were males and 1,115 females; 2,770 were from 15 to 21 years old, of whom 1,372 were males and 1,398 females; 15,607 were 21 years old and over, of whom 7,531 were males and 8,076 females. Nine male and 14 female Indians were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 11,952, having 23,589 teachers, of whom 10,266 were males and 13,323 females, to educate 790,795 pupils, of whom 419,591 were males and 371,204 females.

Amount and source of educational income.—The total income of all the educational institutions was $10,244,644, of which $222,074 were derived from endowment, $8,634,815 from taxation and public funds, and $1,387,755 from tuition and other sources.

Public schools.—Eleven thousand four hundred and fifty-eight public schools, with 21,743 teachers, 9,306 males and 12,437 females, were attended by 737,693 pupils, of whom 389,022 were males and 348,671 females. To educate these they had a total income of $8,528,145, of which $10,000 were derived from endowment, $8,495,145 from taxation and public funds, and $23,000 from tuition and other sources.

Colleges.—The 33 colleges, with 268 teachers—238 males and 30 females—were attended by 6,183 pupils, of whom 4,596 were males and 1,587 females. They had a total income of $300,054, of which $144,574 were derived from endowment and $155,480 from tuition and other sources.

Academies.—The 94 academies, with 587 teachers, of whom 204 were males and 383 females, had an attendance of 12,191 pupils—5,608 males and 6,583 females—and a total income of $491,125, of which $26,000 were derived from endowment and $466,125 from tuition and other sources.

Private schools.—The 18 day and boarding schools had 26 teachers, 10 males and 16 females, and were attended by 648 pupils, of whom 268 were males and 380 females. They had an income of $28,000.

Libraries.—Six thousand and twenty-five public libraries were reported, with 1,334,363 volumes; also, 11,765 private libraries, with 2,353,000 volumes; in all, 17,790 libraries, containing 3,687,363 volumes.

The press.—The 395 periodicals issued had an aggregate circulation of 1,388,367 copies, and an aggregate annual issue of 98,548,814 copies.

Churches.—Of the 6,488 church organizations, 6,284 had edifices, with 2,085,586 sittings, and the church property was valued at $25,554,725.

Pauperism.—Of the 3,674 paupers, 2,659 were native whites, 201 native colored, and 814 foreigners.

Crime.—Of 1,405 persons in prison June 1, 1870, 892 were native whites, 126 native colored, and 387 foreign-born. Two thousand five hundred and sixty persons were convicted during the year.

Age and sex of population.—Of the total population, 845,971 were from 5 to 18 years old, of whom 425,466 were males and 420,505 females; 1,953,374 were 10 years old and over, of whom 976,588 were males and 976,786 females.

Occupations.—Eight hundred and forty thousand eight hundred and eighty-nine persons of these ages were engaged in various occupations, of whom 757,369 were males and 83,520 females; 397,024 persons were engaged in agricultural pursuits, of whom 396,267 were males and 757 females; 168,308 in personal and professional services, of whom 104,018 were males and 64,290 females; 78,547 in trade and transportation, of whom 77,690 were males and 857 females; 197,010 in manufactures and mechanical and mining industries, of whom 179,394 were males and 17,616 females.

Age and sex of working population.—Of the 840,889 employed persons, 38,437 were from 10 to 15 years old, of whom 34,392 were males and 4,045 females; 751,459 were from 16 to 59 years old, and of these 673,513 were males and 77,946 females; 50,993 were sixty years old and over, of whom 49,464 were males and 1,529 females.

SCHOOL OFFICIALS.

The names of superintendents of city schools will be found in the table of city school systems at the end of this volume.

OREGON.

SCHOOL STATISTICS.

Pupils under 20 and over 4 years	36,512
Male pupils under 20 and over 4 years	18,724
Female pupils under 20 and over 4 years	17,788
School districts	659
School districts reporting April 1, 1872	580

The reports of the county superintendents are not full except in those items furnished by the governor officially.

Average attendance in schools, as partially reported	12,120
Number of teachers reported	*198
Amount paid teachers during year ended April 1, 1872	$68,597 32
Amount received from State and county funds	$61,812 09
Amount of interest of irreducible school-fund distributed, (of which $19,626.43 were contributed)	$39,452 71
Number of legal school-votes, as partially reported	16,208

Our public free schools, private schools, seminaries, academies, and colleges probably instruct half the pupils of the State per year.

CONDITION OF SCHOOL FUND, SEPTEMBER, 1872.

Amount of coin	$206,400 78
Amount of currency	236,633 88
Amount not specified	6,189 37
Total	449,224 03

This amount does not include some $5,000 in Union County not yet reported to the board of commissioners.

DISTRIBUTION OF THE INTEREST ON THE COMMON-SCHOOL FUND FOR 1871.

Number of counties	22
Number of children of school-age, about	34,500
Amount of coin distributed	$19,626 43
Amount of currency distributed	19,826 28
Total distribution	39,452 71

CONDITION OF UNIVERSITY FUND.

Amount of coin, September, 1872	$35,178 60
Amount of currency, Sepember, 1872	6,801 14
Total amount of fund	41,979 74

SCHOOL LANDS.

During the past two years the commissioners have deeded and bonded 98,740 acres common-school lands and 10,935 acres university lands. Thirty thousand acres of the university lands remain unsold.

COMMON-SCHOOL FUND.

This fund now amounts to $450,000 in round numbers. The entire amount of the grant of such lands will amount to over 3,000,000 acres, 2,000,000 of which may be made available gradually. The governor of Oregon, in his annual message, estimates that this, with the revenue from the Oregon City Canal and locks, will make a common-school fund of nearly $3,000,000.

*This is evidently an error, and probably should be 698.

STATE SUPERINTENDENT.

The governor of Oregon in his annual message recommends that provision be made for the election of a State superintendent of public instruction.

ALBANY COLLEGIATE COLLEGE.

This college is open to both sexes, and is under the care of the Presbytery of Oregon.

PACIFIC UNIVERSITY.

The secretary of the board of education says of this institution that "it was never in a more prosperous condition."

Tualatin Academy is connected with the university as a preparatory department. Pupils in the academy are required to pass a satisfactory examination in each of the elementary branches before finally leaving those studies. During the past year, the number of preparatory students has increased, and the grade of the academy has been raised, thereby excluding primary scholars, for whom provision has been made in the public schools.

The university courses are the same as those pursued in eastern colleges, and, for the young men, cover four years; while for such as desire a shorter course the scientific and normal courses are open. The ladies' course, covering three years, has been carefully prepared to meet the wants of those wishing a thorough education. The normal course is designed especially to furnish preparation for teaching. Any person otherwise admissible may, by vote of the faculty, attend the recitations in particular branches, and, on completion of any study, may receive a certificate of proficiency therein.

The literary societies are an approved method of supplementing the instruction of teachers, and are an important instrument in education. They receive their charters from the faculty, and are expected to subserve the general purpose of the institution.

Collections in natural history and lectures on various subjects by the faculty and others, will be employed during the preparatory as well as college course, for the purpose of awakening an interest in the study of natural science.

The apparatus and the collections in the department of natural history are now considerable and are steadily increasing. To meet a long-felt necessity, the president, by an enlargement of his house, has made provision for boarding young ladies.

The completion of the Oregon Central Railroad to Forest Grove, where the university is located, makes the institution accessible from all parts of the valley.

STATE UNIVERSITY.

This institution was located at Eugene City, on condition of a good site, which has been given by Hon. J. H. D. Henderson, and a $30,000 building from the city and county.

CHRISTIAN COLLEGE.

This institution is located near the geographical center of Willamette Valley, and, by the system of railroads now in process of construction, will be very easy of access.

The north wing of the new college building was to be completed by the opening of the session in September, 1872. The style of architecture is the collegiate gothic, and the building is put up in the most substantial manner. This building, used in connection with the old one, will furnish ample accommodation for 300 students. The want of a suitable place to keep a library hitherto has prevented any considerable effort to procure one. For the same reason suitable apparatus has not been purchased. The new college building will furnish a room in which a library and apparatus may be safely kept, and every effort will be made to add to these important auxiliaries as rapidly as circumstances will permit.

The college has two separate, complete courses—classical and scientific. There is also a preparatory course laid out for the accommodation of those who wish a higher grade of instruction than is furnished in common schools, or to qualify themselves for admission to the regular college courses.

Music is made a specialty in the college. In the new building, two rooms, 18 by 30 feet, will be appropriated to the use of the music department. The modern languages will also be made a part of the course so soon as competent professors can be procured.

The college is open to both sexes. Last year the number of graduates was 8.

The legislature of the State granted to Christian College a very liberal charter, conferring all necessary powers on a board of trustees, to preserve the rights and manage the affairs of the institution. The prospects of the college are most flattering. The session just closed was by far the most prosperous since the first organization. The attendance was larger by one-third than that of any previous year. The institution is increasing in reputation, and its influence and popularity are rapidly extending.

PORTLAND ACADEMY AND FEMALE SEMINARY.

The course of study of this institution includes a commercial and a music department. The time for completing the commercial course is not fixed. It depends entirely on the ability and diligence of the pupil.

M'MINNVILLE ACADEMY.

The reports of scholarships during the past year have been in general very satisfactory. There are three departments, preparatory, academic, and normal. Pupils in the latter class are thoroughly instructed in the theory and practice of teaching.

It is the hope and purpose of the proprietors of this academy to make it a permanent institution. A subscription of $20,000 has been raised toward an endowment fund.

SAINT HELEN'S HALL.

This is a boarding and day school for young ladies. The regular course of study occupies 5 years. Those who complete all the studies of the prescribed course will receive a diploma. Pupils not wishing to take the regular course will be allowed to study special branches. The rector of the school is the Right Rev. Wistar Morris, bishop of Oregon. Bishop Morris delivered the address upon the occasion of sending out the first class of graduates from Saint Helen's Hall.

BISHOP SCOTT GRAMMAR SCHOOL.

This is a boarding and day school for boys. As compared with the attendance of last year, there has been a gain of 20 per cent. this year. Provision is made for instruction in French, German, music, and drawing.

DEAF-MUTE SCHOOL.

A provision of the resolution relating to this school required that the expense should not exceed $2,000 per annum. During the first year, beginning November, 1870, 16 pupils were entered. The school was conducted with success, but was closed on the 1st of April, the amount of the appropriation not being sufficient to carry it on. The students, teachers, and matron were all supported out of the sum appropriated. The school this year was closed before the appropriation was entirely exhausted, so as to be able to liquidate the bills accruing at the beginning of the September term, 1872. The number of pupils enrolled at the beginning of the term, September, 1872, was 18. Several others have signified their intention to attend the school, should more ample provision be made for its support.

The secretary of state, in his annual report, calls the attention of the legislature to the wants of this institution, as follows: "We may now regard this school as a permanent institution of the State, and it should receive your special consideration. There are 18 pupils now in the school, and 18 more who desire to enter, and they ought to have a building erected, especially adapted to the peculiar wants of this unfortunate class of people. As land, I understand, will be gratuitously offered to the State during the present session, by different parties, as an inducement to locate a site and erect upon it a school building suitable for mutes, I recommend that a suitable tract of land thus proffered be selected for that purpose, and that an appropriation be made to further this object. At the same time have the building so constructed as to afford room for a school for the blind, of whom there are now quite a number in this State, who require the advantages of an education."

STATE PENITENTIARY.

In August, 1872, the new penitentiary building was occupied. The present building affords opportunity for a better classification of prisoners than has heretofore been possible. The superintendent expresses the opinion that, in cleanliness, system, order, and average of health, this prison will now compare favorably with any similar institution in the country.

An evening school is maintained for those who desire instruction, and the attendance and progress are extremely gratifying. A Sabbath-school is also maintained and generally attended by the convicts. The chaplain believes that these and other moral agencies have worked a complete reformation in many cases. The library is of recent date and was started by subscription. Over 600 volumes and $30 in cash for the purchase of books have been contributed.

The labor department has been both successful and profitable. Carpenter, black-

smith, harness, and shoe shops have been built, and a large tannery has been commenced, which, when complete, will be one of the finest in the State.

About eighteen months ago the governor forbade the use of corporal punishment in the prison. The superintendent reports the successful working of this order, and says, "Notwithstanding we have some of the most troublesome and dangerous men the institution has ever known, the rules and regulations have never been better obeyed, or the discipline more perfect, than at present." The number of convicts is 96.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Oregon was the thirty-sixth State in population, having 90,923 inhabitants within an area of 95,274 square miles, an average of 0.95 persons to the square mile. This population consisted of 86,929 whites, 346 colored, 318 Indians, and 3,330 Chinese. Of these, 79,323 were natives of the United States and 11,600 were foreign-born. Of the native residents, 36,824 whites, 85 colored, 243 Indians, and 3 Chinese were born within its borders; while of the foreign residents, 1,875 were born in Germany, 1,344 in England, and 1,967 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 18,096 persons attended school, and of these, 134 were foreign-born. Of the 18,049 white scholars, 9,574 were males and 8,475 females. Of the 28 colored pupils, 20 were males and 8 were females. Seven male Chinese, also 5 male and 7 female Indians, were reported.

Illiteracy.—There were 4,427 inhabitants of all races, 10 years old and over, unable to write, and of these, 1,424 were foreign-born.

Age and sex of illiterates.—Of the 3,411 white illiterates, 960 were from 10 to 15 years old, and of these, 572 were males and 388 females; 270 were from 15 to 21 years old, of whom 161 were males and 109 females; 2,181 were 21 years old and over, of whom 1,085 were males and 1,096 females. Of the 90 colored illiterates, 7 were from 10 to 15 years old; and of these, 3 were males and 4 females; 7 were from 15 to 21 years old, and of these, 4 were males and 3 females; 76 were 21 years old and over, of whom 48 were males and 28 females; 775 Chinese males and 33 females, also 39 male and 79 female Indians, were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 637, having 826 teachers, of whom 484 were males and 342 females, to educate their 32,593 pupils, of whom 16,753 were males and 15,840 females.

Amount and source of educational income.—The total income of all the educational institutions was $248,022; of which $24,500 were derived from endowment, $135,778 from taxation and public funds, and $87,744 from tuition and other sources.

Public schools.—The 594 public schools, with 703 teachers, 429 males and 274 females, were attended by 29,822 pupils, of whom 15,531 were males and 14,291 females. To educate these they had a total income of $139,387, of which $3,000 were derived from endowment, $134,648 from taxation and public funds, and $1,739 from tuition and other sources.

Colleges.—The 6 colleges, with 26 teachers, 16 males and 10 females, were attended by 739 pupils, of whom 420 were males and 319 females. They had a total income of $25,650, of which $14,900 were derived from endowment, $170 from taxation and public funds, and $10,580 from tuition and other sources.

Academies.—The 10 academies, with 31 teachers, of whom 16 were males and 15 females, had an attendance of 930 pupils, 507 males and 423 females, and a total income of $21,313, of which $600 were derived from endowment and $20,713 from tuition and other sources.

Private schools.—The 22 day and boarding schools had 53 teachers, 10 males and 43 females, and were attended by 1,006 pupils, of whom 200 were males and 806 females. They had a total income of $57,212, of which $6,000 were derived from endowment and $51,212 from tuition and other sources.

Libraries.—There were 166 public libraries, with 61,532 volumes, and 2,195 private libraries, with 273,427 volumes; making, in all, 2,361 libraries, containing 334,959 volumes.

The press.—The 35 periodicals had an aggregate circulation of 45,750 copies, and an aggregate annual issue of 3,657,300 copies.

Churches.—Of the 220 church organizations, 135 had edifices, with 39,425 sittings, and the church property was valued at $471,100.

Pauperism.—Of the 81 paupers, 62 were native whites and 19 foreigners.

Crime.—Of 104 persons imprisoned June 1, 1870, 55 were native whites, 12 native colored, and 37 foreign-born. Eighty persons were convicted during the year.

Age and sex of population.—Of the total population, 29,400 were from 5 to 18 years old, of whom 15,035 were males and 14,365 females; 64,685 were 10 years old and over, of whom 39,861 were males and 24,824 females.

Occupations.—The number of persons of these ages engaged in various occupations was 30,651, of whom 29,968 were males and 683 females; 13,248 were engaged in agri-

cultural pursuits, of whom 13,232 were males and 16 females; 6,090 in personal and professional services, of whom 5,522 were males and 568 females; 2,619 in trade and transportation, of whom 2,611 were males and 8 females; 8,694 in manufactures and mechanical and mining industries, of whom 8,603 were males and 91 females.

Age and sex of working population.—Of the 30,651 employed persons, 458 were from 10 to 15 years old, of whom 417 were males and 41 females; 29,066 were from 16 to 59 years old, and of these, 28,439 were males and 627 females; 1,127 persons were 60 years old and over, of whom 1,112 were males and 15 females.

SCHOOL OFFICIALS.

Hon. Mr. SAMPSON, *State superintendent, Salem.*

COUNTY OFFICERS.

County.	Name.	Post-Office.
Baker	J. T. Wisdom	Baker City.
Benton	A. R. Brown	Corvallis.
Clackamas	J. A. McCrum	Oregon City.
Clatsop	Rev. William A. Tenney	Astoria.
Columbia	J. Hamilton	Saint Helena.
Coos	Isaiah Hacker	Empire City.
Curry	J. Canfield	Ellensberg.
Douglas	C. W. Todd	Roseburgh.
Grant	J. A. Holmes	Canyon City.
Jackson	W. J. Stanley	Jacksonville.
Josephine	A. Adams	Kerbyville.
Lane	T. G. Hendricks	Eugene City.
Linn	T. J. Stiles	Albany.
Marion	Rev. P. S. Knight	Salem.
Multnomah	Rev. T. L. Eliot	Portland.
Polk	J. C. Grubbs	Dallas.
Tillamook	John S. Tripp	Tillamook.
Umatilla	John Ingle	Umatilla.
Union	H. White	La Grande.
Wasco	Thomas Smith	The Dalles.
Washington	A. J. Anderson	Forest Grove.
Yam Hill	H. H. Hewitt	

PENNSYLVANIA.

[From report of Hon. J. P. Wickersham, superintendent of common schools, for the year ended June 3, 1872.]

SCHOOL FUND.

Pennsylvania has no school fund; the money she pays for education being entirely raised by voluntary taxation.

FINANCIAL STATEMENT.

The following statement shows the receipts and expenditures for the year, excluding Philadelphia:

Receipts.

From collectors, unseated lands, and all other sources, exclusive of State appropriations		$5,120,267 77
From State appropriation for 1871		318,389 12
Total receipts		5,438,656 89

Expenditures.

Cost of instruction	$3,221,121 78	
Fuel and contingencies	863,738 96	
Cost of school-houses, including renting, repairing, &c	2,535,637 39	
Total expenditures		6,620,498 13
Deficit		1,181,841 24

COMPARATIVE STATEMENT.

The following statement presents a comparison between the receipts and expenditures of 1871 and 1872:

Whole amount of tax levied and State appropriation, 1872	$5,879,024 69
Whole amount of tax levied and State appropriation, 1871	5,516,801 73
Increase in 1872	362,222 96
Total expenditures of the system for tuition, building purposes, and contingencies, in 1872	$6,620,498 13
Total in 1871	6,988,888 75
Decrease in 1872	368,390 62

EDUCATIONAL PROGRESS.

The following table shows the educational growth in the past eight years:

Year.	Graded schools.	Superintendents.	Average salary of male teachers per month.	Average salary of female teachers per month.	Cost of tuition.	Cost of school-houses.	Total cost, including all expenses.	Number of teachers who attended county institutes.
1865	1,743	65	$31 82	$24 21	$2,515,528 63	$465,088 08	$3,614,238 55	2,755
1866	2,800	66	34 34	26 31	2,748,795 08	725,000 00	4,195,258 57	3,704
1867	3,225	68	35 87	27 51	3,028,065 70	1,262,798 68	5,160,750 17	3,944
1868	3,362	75	37 28	28 76	3,273,269 43	1,991,152 55	6,200,539 96	10,268
1869	3,425	76	39 00	30 52	3,500,704 26	2,455,847 71	6,986,148 92	11,381
1870	3,872	79	40 66	32 39	3,745,415 81	2,765,644 34	7,791,761 20	11,210
1871	4,634	81	41 04	32 86	3,926,529 88	3,386,263 51	8,589,918 33	11,890
1872	4,998	85	41 71	34 60	4,104,273 53	2,864,113 35	8,345,072 78	11,625

GENERAL STATISTICS.

The condition of the school system for the year 1872, in comparison with its condition for the year 1871, including Philadelphia, is shown in the following figures:

Whole number of schools in 1872	15,999
Whole number of schools in 1871	15,700
Increase in 1872	299
Whole number of teachers in 1872	18,368
Whole number of teachers in 1871	18,021
Increase in 1872	347
Whole number of pupils registered in 1872	834,313
Whole number of pupils registered in 1871	834,614
Decrease in 1872	301
Average attendance of pupils in 1872	536,221
Average attendance of pupils in 1871	567,188
Decrease in 1872	30,967

The following are the statistics for the year 1872, excluding Philadelphia:

Whole number of schools	14,415
Whole number of pupils	699,802
Average attendance of pupils	464,127
Percentage of attendance	66
Average length of school term	6 months.
Average cost of tuition per month for each pupil	99 cents.
Whole number of male teachers	7,674
Whole number of female teachers	9,110
Average salaries of male teachers per month	$40 55
Average salaries of female teachers per month	$31 96
Average number of mills on the dollar, school tax	7.27
Average number of mills on the dollar, building tax	5.06
Amount of tax levied	$5,229,024 69
Amount of tax levied and State appropriation	$5,879,024 69
Total amount of State appropriation paid to all the State normal schools	$284,815 28

EXPENDITURE FOR THE CORNPLANTER INDIANS.

Amount of appropriation for 1872	$300,00
Paid for four months' teaching	$100 00
Paid for school articles, books, apparatus, &c	16 40
Paid for fencing and repairs	93 60
Paid for two months' teaching	90 00
Total	300 00

TEACHERS' INSTITUTES.

The entire number of institutes held throughout the year was seventy. These had in all a continuance of four hundred and forty-one days. The attendance of actual members was 11,625; of honorary members, 898; of spectators, 28,655. The institutes were instructed by 431 lecturers and 236 essayists, the cost to the several counties being $12,150.18, to the members $4,812.03. Money was received from other sources to the amount of $4,932.97. Of the money received, $1,750.71 remain on hand.

TECHNICAL EDUCATION.

Mr. Wickersham, State superintendent of common schools, calls attention to the great need of technical schools throughout the State. He says: "We have our Franklin Institute, School of Design, and Polytechnic College, in Philadelphia, and our State Agricultural College. This is about all; and yet Pennsylvania has 4,000,000 people, and there is no better field on the broad earth for the display of high art. To our shame be it

said that the great body of our skilled artisans are foreigners. We should furnish them for ourselves." And again: "It is fearful to think how much time is lost in our towns and villages. The average Pennsylvania village has no public place better for spending the time of a leisure evening, or a holiday, than the store, the saloon, the tavern, or the street-corner. Education should not end with school-days. We want schools for men and women. We need all our three score and ten years well improved to become the full-grown men and women God intended us to be."

BUILDING SCHOOL-HOUSES.

The vast and steady increase in the money appropriated to building school-houses in the past five years has been truly wonderful.

Much money has been loaned, and many school districts are now heavily in debt; but this is inevitable under the law that limits the amount of tax that can be levied for building purposes. Nearly all the boards that have gone into debt have provided a sinking fund, and propose to make annual reductions in the amount owed by their districts. The falling off in the amount expended for school-houses during the last year is owing to the passage of the law of 1871, authorizing the several courts of common pleas of the commonwealth to grant school directors power to borrow money to build school-houses. The feature of the law most objectionable is that which requires directors "to produce to the court the consent, in writing, of a majority in number of the qualified electors" of their respective districts.

LENGTH OF SCHOOL TERM.

The minimum term fixed by law for the schools to be kept open was, up to 1854, three months; in that year it was made four months, and the last legislature enacted a law making it five months. All districts must now keep open their schools at least five months in the year, or lose their State appropriation.

NEED OF EDUCATIONAL REFORM.

The suggestions made by Mr. Wickersham to the "convention to revise the State constitution" represent the improvements needed in the constitutional provisions relating to education. The principal suggestions are that the arts and sciences shall be promoted in the several colleges of the State and other higher institutions of learning and schools of art; that normal schools shall be encouraged by appropriate legislation; that the general assembly shall provide ways of preventing truant, vagrant, and neglected children from growing up in ignorance; that a department of public instruction shall be organized, comprehensive enough to embrace all the school interests of the State; and that a State educational fund shall be provided by law.

ORPHAN SCHOOLS.

By an act of the legislature the control of the schools for soldiers' orphans came into the hands of the superintendent of common schools June, 1871. He immediately directed orders to be issued for the admission into school of all children above the age of 8 years, amounting in all to nearly 500, whose applications were on file in the department, and also established the rule that, in future, all children legally eligible as soldiers' orphans should at once be admitted into school, upon making proper application to that effect. This action increased the number of orphans in these schools to 4,235 during the year, and left, after all the discharges were made, 3,527 in them on the 31st of May.

The actual number of children in school and the average number drawing money from the State were greater during the past year than during any other year since the system of orphan schools went into operation. During the winter the legislature, at the suggestion of Mr. Wickersham, removed the restriction that kept from school children under 8 years of age, and all soldiers' orphans, from before January 1, 1866, who have asked to be admitted into the schools, have been allowed the privilege.

Much of the history of the orphan schools is condensed in the following statement:

Number of institutions in which there are soldiers' orphans	37
Number of orphans in schools and homes May 31, 1872	3,527
Number of orders issued from May 31, 1872, to October 1, 1872	880
Number of discharges issued from May 31, 1872, to October 1, 1872	847
Number of orphans in charge of the State, October 1, 1872	3,482
Number of orders of admission issued since system went into operation	7,218
Number of applications now on file	None.
Probable number of orphans that will be cared for under the system	7,000
Cost of the system for the past year	$475,245 47
Whole cost of the system since going into operation	$3,467,543 81
Probable amount of future appropriations that will be needed	$1,500,000 00

Financial statement.

State appropriation		$520,000 00
Unexpended balance for 1871		10,962 34
Amount accruing from loans		8,400 00
Total		539,362 34
Expended for education, maintenance, and clothing	$467,260 52	
Expenses of department	7,984 95	
Deficit of 1870 paid	38,685 15	
Total		513,930 62
Balance in treasury to the credit of the department		25,431 72

NORMAL SCHOOLS.

The whole number of normal schools in operation in the State is six, and buildings are in course of erection for four others. The law of 1857 contemplates the establishment of twelve such schools, and from present appearances that number will be supplied within a few years.

The report urges upon the State the importance of adopting and adhering to some broad general principles, by which the appropriations to these schools shall be equalized. The normal-school policy of Pennsylvania has differed from that of other States, in that the people have had more, and the State less, control in their management. The tendency of this policy has been to make the administration of the schools narrow and more disposed to seek private than public ends.

To make this administration broader, to give it a greater degree of public confidence, and to unite more closely the private and public interests represented in the schools, the legislature at its last session authorized the State superintendent of common schools, with the consent of the normal-school associations, to appoint two trustees to represent the State in the boards of trustees of the several normal schools.

The six normal schools already in operation have had since their organization 15,052 students, of whom 2,453 attended the past year; have graduated 575, of whom 59 graduated the past year. Four hundred and forty-one students have received State aid as graduates, and 1,049 as undergraduates. The normal schools had, during the past year, 74 professors and teachers. The aggregate number of volumes in their libraries is 9,956.

PHILADELPHIA.

CENTRAL HIGH SCHOOL.

The attendance at this school continues steadily to increase, the average for 1871 being the unprecedented number of 575.42. It is now, however, near its limit, unless enlarged provision be made for the reception of students by the erection of a new building. The growth of the school continues to be, where it is most desired, in the middle and higher classes, which proves conclusively that the full course of study is growing in favor. The demand among business men for its graduates continues in excess of the supply, and affords a gratifying indication of the good results of the methods of teaching pursued. What has been done in little more than a generation is but an earnest of what may be looked for in the future.

THE NORMAL SCHOOL.

This school completed in December, 1871, its forty-seventh term. Since its organization, 3,401 pupils have been enrolled; of that number 1,324 have graduated, and 1,916 have been appointed as teachers. The average attendance last year was more than 97 per cent. Of those who graduated this year, each one received a certificate of qualification to teach. It is recommended that there be established, in connection with the normal school, a school of practice, and that this include a kindergarten, in order to secure teachers well trained in object-teaching, thus making our primary departments schools of art.

PUBLIC NIGHT SCHOOLS.

The number of these schools has this year been increased, so that ample accommodations are provided for all adults seeking instruction. Care has been taken to place these schools in the manufacturing districts of the city, where they are especially needed. They are conducted with skill and success, and have an aggregate attendance of 6,353.

NIGHT SCHOOL FOR ARTISANS.

This school continues its useful and successful career. Almost every workshop is represented, and the lectures are listened to with the same degree of interest as in former seasons. The beneficial results which these night schools are working out in educating so many middle-aged, and even old men, and the manner in which they are absorbing the old fire department and gathering in so many whose evenings were spent in the engine-houses, are hopeful signs that the morals of the rising generation will be purified and society greatly benefited by the institution of these schools.

READING.

PUBLIC SCHOOLS.

This is the first report of the Reading public schools since 1862. During that period the enrollment of the schools has increased from 4,012 to 5,852, or very nearly 46 per cent.; the teaching force has increased from 80 to 112, (not including the normal-school teachers,) or 40 per cent.; the average number of pupils for each teacher, which was then 50, is now 52; and the cost of teaching has increased nearly 71 per cent.

Until three years ago the school accommodations were entirely insufficient. Since then four new buildings have been erected, and an extension added to the high-school building. Over $80,000 have been spent for building purposes within two years. The school property is valued at $300,000. The whole number of sittings is 5,239.

FEMALE PRINCIPALS.

Six years ago a change was made in the management of the grammar schools, by the substitution of female for male principals. This change was made in the face of great opposition. The experiment, however, has worked well, and the schools give general satisfaction.

HIGH SCHOOL.

The high school, which was organized in 1852 with 1 teacher and 35 pupils, has grown until its pupils number over 200, with 8 teachers. The greatest opposition was manifested when the male and female high schools were united in 1859, but this soon died out before the successful working of the system.

THE NORMAL SCHOOL.

Attention is called to the want of interest manifested by the teachers in the normal school. This is considered to be in great measure owing to the fact of their being required to prepare lessons which have nothing to do with what they need, namely, practical knowledge of the best methods of instruction. It is suggested that if lectures were substituted for lessons, the interest would be greater, and more good would be accomplished. Under the existing regulations of the normal school, each member is required to attain a fixed standard, to procure a renewal of the superintendent's certificate, without examination.

The establishment of night schools was agreed upon last year, but was postponed from financial considerations.

ALLEGHENY.

CONDITION OF SCHOOLS.

The committee of inspection report the schools in a generally satisfactory condition. The study of drawing was introduced into the schools about two years ago, but its success thus far has been but partial, owing to the inability of most of the teachers to give adequate instruction. It is strongly recommended that a special teacher be appointed for this branch. The study of chemistry has been introduced into the higher grades during the year with great success. The committee deem it essential that it should be taught, so far as practicable, in all the grades.

It is earnestly recommended that some means be adopted to retain the services of experienced teachers, many of whom are seeking more remunerative employment elsewhere, while their places are filled with comparatively inexperienced teachers.

EVENING SCHOOLS.

Evening schools were maintained during three months, with an enrollment of 931 and an average attendance of 412. The cost of these schools, per pupil, on total enrollment, is $25.72. The average cost per month of each pupil in the day schools is $1.

The committee on colored schools report them fully equal to any of the others.

SCHOOL FOR MUTES.

The mute school has 36 pupils enrolled. Their progress is in the highest degree satisfactory, and the teachers, one of them a mute, are indefatigable in their efforts.

UNIVERSITY OF PENNSYLVANIA.

The trustees of this institution, desirous fully to meet the needs of the times, have recently established a new department of the university, to be known as the department of science. Different departments have been heretofore established as the exigencies of the times seemed to demand them. The department of arts was established in 1755, that of medicine in 1765, that of law in 1789, that of the auxiliary faculty of medicine in 1864.

The government and instruction of the students in the department of science will be in charge of a distinct faculty, under the general supervision of the provost and board of trustees. Charles J. Stillé, LL.D., is provost of the university, and J. Peter Lesley, A. M., is dean of the faculty.

The course will extend through four years. The first two years will be devoted to a thorough training in the preparatory and elementary mathematics, chemistry, &c., English studies, modern languages, and mechanical drawing. At the close of these two years the student will select one of four parallel courses, to which, during the remainder of the course, his attention will be confined. These courses are: 1. Analytical and applied chemistry and mineralogy; 2. Geology and mining; 3. Civil engineering; 4. Mechanical engineering.

A new building, 260 feet front by over 100 feet in depth, and of most extensive and convenient arrangements, erected by the trustees for the accommodation of the department of arts and of science, was opened for the reception of students in September, 1872. The formal inauguration of the building took place October 11, 1872.

The provost, in his address, congratulated the faculties and trustees upon the fact that "we have here, at last, a true university, complete in all its parts, in which men may receive, in all the various departments of human knowledge, that training and liberal culture which shall fit them to be the leaders and guides of their fellow-men."

MEMORIAL WINDOWS.

Hon. James R. Ludlow made the presentation of the memorial windows, and in doing so sketched briefly the history of the university. The Franklin memorial window is the gift of the alumni of the institution, in honor of the founder of the college of Philadelphia. In 1749, by the direct efforts of Benjamin Franklin, his friends subscribed £800 for the endowment of an academy. The building then used stood until very recently, and in its place the present structure was built. In 1755 a charter was granted for the college. This institution was the sixth in order of age of the colleges in the United States. Franklin was a trustee until the time of his death, and the early record-books remain in his handwriting as secretary of the college.

Another memorial window is in honor of the Penn family, to whom the college is much indebted. Thomas Penn, a son of William, contributed £4,500 in money, and 2,500 acres of land in Bucks County, Pennsylvania. Other officers of the college are also commemorated: Ebenezer Kimersley, whose name is familiar to scientific men of Europe; David Rittenhouse, mechanician and astronomer, of whom Jefferson said, "the world has but one Rittenhouse, and it never had one before;" Rev. John Ewing, first provost of the university; the Pattersons, father and son, both of whom held the office of vice-provost; Bishop De Lancey; Alexander Dallas Bache, upon whom three universities conferred the degree of LL.D.; Henry Reed, LL.D., who was lost on the steamer Arctic six months after his election to the office of vice-provost, and others.

COST OF UNIVERSITY EQUIPMENTS.

The chairman of the building committee stated that the cost of the building, exclusive of special fittings for laboratories, museums, &c., and the furniture, was $235,910. Professor Lesley, in the course of his address, remarked that it would need $100,000 to supplement the present equipment with a working laboratory and complete museums, and to endow chairs to make the faculty complete.

AGRICULTURAL COLLEGE.

The president of the agricultural college, Dr. James Calder, submits the suggestion that such recognition of the college be made by the department of common schools as will bring it into fuller co-operation in the State's noble work of popular education, and that some provision be made by which at least a few of the meritorious graduates of the schools may be enabled to avail themselves of the advantages provided by the combined bounty of the National and State Governments.

He adds: "To the graduates of the schools under control of the department, and to all the students sent to us by the State, admission will be granted at any time to classes which their members may be qualified to enter; and to them our charges, already quite low, will be further reduced. The charge for the full college year of forty weeks will be $200, which will include all expenses of board and tuition."

The college property consists of a tract of 400 acres, of which 100 have been set off as a model and experimental farm, and worked separately from the main college farm.

Unusual facilities are offered for the study of chemical analysis.

Students who have conscientious scruples against bearing arms are exempted from military drill, but will be required to work three hours each week.

Until September, 1871, no provision was made for lady students. At that time it was decided to admit them, and ladies are now admitted to the same course of study as gentlemen, are subject to the same rules, and receive the same degree.

Dr. Calder suggests the appointment of a committee by the legislature to act in conjunction with the board of trustees of the college in originating some practical plan for effecting a union between the agricultural college and the schools controlled by the State.

WESTERN UNIVERSITY OF PENNSYLVANIA.

The university comprises an academical department, a scientific department, a department of civil and mechanical engineering, a law department, and a preparatory department. The collegiate course extends over a period of four years; the scientific, three.

WASHINGTON AND JEFFERSON COLLEGE.

Two full four-year courses are now organized in the college, and it is the plan of the trustees to enlarge and perfect these, and add others as the demands of the public may require and the resources at command will justify. The study of Greek and Latin in the classical course is made elective after the sophomore year. A preparatory department is connected with the college. The report states that a professorship of agriculture and correlative branches would be filled by the opening of the next college year.

DICKINSON COLLEGE.

The principle of elective courses is carried out as far as the college resources permit. A scientific department and law department have been established during the last three years; also, a biblical course for students preparing for the ministry.

PENNSYLVANIA COLLEGE.

The course of study occupies four years. The department of physical and natural sciences has been thoroughly reorganized, and now offers superior advantages for the study of these branches. The study of the German language is made a part of the regular college course. A preparatory department is connected with the college. The number of under-graduates is 92.

SAINT VINCENT'S COLLEGE.

There are three courses of study—ecclesiastical, classical, and commercial—besides an elementary school. This institution is under the care of the Roman Catholic Church.

MERCERSBURGH COLLEGE.

This college is conducted in the interests and under the care of the Reformed Church. A preparatory department is connected with it. The collegiate course extends over a period of four years; the preparatory, three.

MÜHLENBERG COLLEGE.

This institution embraces two departments—collegiate and academic. The collegiate course occupies four years; the preparatory, three. Arrangements are made for special studies.

VILLANOVA COLLEGE.

This institution was founded by the Augustine Fathers, and incorporated in 1848. It embraces two departments– collegiate and preparatory. The collegiate course extends through four years; the preparatory, three. Scientific and commercial courses have been established.

URSINUS COLLEGE.

This college was named in honor of Ursinus, the renowned German theologian. It embraces collegiate and academic departments; also a theological course.

PENNSYLVANIA MILITARY ACADEMY.

The mathematical and scientific courses are the same as at West Point; the classical department offers a full collegiate course. The institution is under strict military rule.

LUTHERAN MISSIONARY INSTITUTE.

This institute embraces three departments—preparatory, collegiate, and theological.

NAZARETH HALL.

The method of instruction is the same as that usually pursued in Moravian schools.

PITTSBURGH FEMALE COLLEGE.

This institution is incorporated with collegiate powers and privileges by the legislature of the State. It embraces a collegiate and a preparatory department, and a department of music and drawing.

UNIVERSITY FEMALE INSTITUTE.

The regular course occupies three years. There is also a preparatory department, and a department of music and drawing.

COTTAGE HILL COLLEGE.

This institution, for the education of young ladies, was chartered in 1868 with full collegiate powers. It embraces a collegiate department, a scientific course, and a preparatory department. There were 5 graduates in 1872.

SCHOOL OF DESIGN FOR WOMEN.

This institution, located at Philadelphia, has for its object the systematic training of women in a knowledge of the principles and practice of the art of design, and their qualification for the practical application of art to the common uses of daily life. The school is divided into three distinct branches of study: Class A, ornament; class B, landscape; class C, human figure; each with its subdivisions and sections. The course lasts from two and a half to four and a half years, according to the industry of the student. The fee is $20 per session of five months, except in the industrial classes, where tuition is free. The attempt has never been made to render the school self-sustaining, as that involves the necessity of raising the tuition fee to an amount that would impair the usefulness of the institution and tend to defeat its object. Therefore, subscriptions and donations are necessary to assist in meeting expenses.

THE ACADEMY OF NATURAL SCIENCES.

The Academy of Natural Sciences in Philadelphia was founded by a few gentlemen who associated together with a view to mutual instruction and research in natural history.

At first they met weekly at their own homes, in turn; then in rented rooms. In 1826 a hall was purchased, and the present edifice was built in 1840. The society was founded March 21, 1812, and incorporated by an act of the legislature of Pennsylvania, approved March 24, 1817, as a "Society in Philadelphia for the encouragement and cultivation of the sciences, by the name of the 'Academy of Natural Sciences in Philadelphia.'"

With the exception of exemption of its hall from taxation, the society has received no aid from the treasury of the State, nor from that of the municipal government. It derives support exclusively from the semi-annual contributions of its members, and donations from individuals.

Its museum now contains about 400,000 specimens, many of them typical, and some of them unique. They are classed as follows:

Minerals	6,000	Reptiles, (species)	813
Rocks	700	Fishes, (species)	1,170
Vegetable fossils	2,000	Birds, (specimens)	31,000
Invertebrate fossils	25,000	Birds' eggs, (specimens)	5,000
Vertebrate fossils	5,000	Birds' nests, (species)	200
Unarranged	33,000	Mammals, (specimens)	1,000
Botany, (species)	100,000	Osteology, (skeletons and pieces)	876
Zoophytes	1,000	Human crania	1,300
Crustaceans	2,000	Mummies	41
Myriapods and Arachnida	500	Microscopes	5
Insects, (species)	25,000	Microscopic specimens	225
Shells, (species)	20,000	Chemical apparatus, (pieces)	1,500

Each species is represented by five or six specimens.

During nearly a half century the museum has been opened gratuitously to the public two afternoons every week. The number of visitors became so large—as many as three or four thousand crowding into its saloons every afternoon—that few, if any of them, were able to obtain a satisfactory view of anything. The movements of crowds gave rise to clouds of dust, which penetrated the cases and obscured the specimens. To obviate this, and to guard the collections against damage from dust and breakage of glass, an admission fee of ten cents has been charged since June, 1870. Classes from schools, accompanied by their teachers, are freely admitted. Artists and students from the school of design occasionally resort to the museum and library for aid in the exercise of their beautiful art.

The library, which is maintained for reference exclusively, and is free to all applicants, contains 23,000 volumes.

The society has published eight octavo and seven quarto volumes, entitled "Journal of the Academy of Natural Sciences in Philadelphia," and twenty-four octavo volumes entitled "Proceedings of the Academy of Natural Sciences in Philadelphia." These volumes average 400 pages each. By means of its publications the academy is in correspondence with two hundred kindred societies in different parts of the world.

Through the Jessup fund, held in trust for the purpose, the academy enables young persons to qualify themselves to engage in original researches in natural science.

The income from all sources during the year 1872 was $6,600, and the expenditures about the same amount. This may be assumed as about the average annual cost of conducting the institution.

MORAVIAN SEMINARY FOR YOUNG LADIES.

This institution was founded in 1749 as a church boarding-school; and in 1785 was reorganized with power to receive pupils from other denominations. Under the Moravian system, no degrees or diplomas are conferred, but certificates of character and scholarship are furnished.

ALLENTOWN FEMALE COLLEGE.

This college is conducted under the auspices of the Reformed Church. It embraces three departments—primary, academic, and collegiate.

HOLLIDAYSBURGH SEMINARY.

This institution is for the instruction of young ladies. The full course occupies four years.

BROOKE HALL FEMALE SEMINARY.

This institution was organized under the auspices of Bishop Potter, of Pennsylvania. The course of study embraces classical, literary, and scientific departments. There is also a department of music and art.

WILSON COLLEGE.

This is an institution for the education of young ladies. Its charter gives full collegiate powers and privileges. Special advantages are offered in the department of music and fine arts.

SWARTHMORE COLLEGE.

This institution is under the care of the society of Friends. The college embraces a collegiate department, a scientific department, and a preparatory school, and is open to both sexes.

WESTMINSTER COLLEGE.

This institution is under the care of the Presbyterian Church, and is open to both sexes. It embraces three departments—collegiate, scientific, and preparatory.

LEBANON VALLEY COLLEGE.

This college is open to both sexes, and embraces a classical department, a ladies' department, a scientific department, and a commercial department.

THEOLOGICAL SEMINARY OF THE EVANGELICAL LUTHERAN CHURCH.

The course of study extends through three years. The doctrinal system taught is that of the Lutheran Church. The number of graduates in 1872 was 9.

THEOLOGICAL SEMINARY, GETTYSBURGH.

This institution is conducted in the interests and under the care of the Evangelical Lutheran Church, though students of all Christian denominations are received. The course of study occupies three years. There were 11 graduates in 1871.

JEFFERSON MEDICAL COLLEGE.

The graduates of this college in 1872 numbered 114. Total number of graduates since organization, 6,052. Philadelphia offers superior facilities for clinical instruction, which is given at the various hospitals throughout the year.

PENNSYLVANIA COLLEGE OF DENTAL SURGERY.

The museum of this college is not surpassed by any dental museum in the country; and the faculty consider that "the facilities afforded for the acquisition of a complete theoretical and practical dental education stand unrivaled." The number of graduates last year was 29.

PHILADELPHIA DENTAL COLLEGE.

Candidates for graduation "must have had two years' private tuition, and have attended two full courses of lectures in a dental or medical college, one of which shall have been in this institution." Degrees are otherwise conferred under certain conditions. The number of graduates in 1872 was 32.

PENNSYLVANIA INSTITUTION FOR THE DEAF AND DUMB.

The report for 1871 states that "at no time since the foundation of the institution was the number of pupils as large as it is at present."

An earnest effort was made by the directors to ascertain the number of deaf-mutes in the city of Philadelphia between the ages of 6 and 12 years, with the design of establishing one or more day schools. Every leading paper in the city called attention to the subject, and requested the parents of such children to communicate with the directors. Only four communications were received.

The success thus far in teaching articulation has been sufficiently encouraging to lead to the recommendation that this be made a permanent feature of the institution. The number in this class is 25.

Shoemaking and tailoring are the trades taught. The directors have not thought it advisable to introduce any others. Sixty-nine boys have been employed at these trades with satisfactory results during the year.

Pupils are not received under 10 years of age. The term allowed in the institution is six years. Of the 49 pupils dismissed during the year 30 had completed the full term.

In February, 1871, the institution celebrated its semi-centennial anniversary. More than 300 persons educated in the institution assembled on this occasion.

PENNSYLVANIA INSTITUTION FOR THE INSTRUCTION OF THE BLIND.

The number of blind persons in the institution December, 1871, including assistant teachers and inmates of the "industrial home," was 183, of whom 103 are males and 80 females. Of this number 28 (including 18 in the home) support themselves wholly or in part as instructors, or in the industrial department; 3 are paying pupils in full; 7

in part. Over 50 of the former pupils of this institution have been, or are now, engaged as instructors in literature or music.

The branches of instruction have been generally the same as taught for several years past. The manufacturing department is, as usual, in vigorous operation. The principal remarks that, "as so large a number of the blind must hereafter depend upon the work of their hands in skilled labor, this part of their education can hardly be overestimated. The three departments of literature, music, and mechanical training are co-essential, and should be so considered in the organization of every institution for the blind." A number of the females learn cane-seating, and to operate on sewing-machines. The principal refers to the need of some provision in the shape of workshops for the blind, after their separation from the institution, and quotes the example of the London Association for Promoting the General Welfare of the Blind.

Reference is made in the report to the style of printing for the blind, which unites the capitals with the Boston system. The advantages claimed for the "combined system" are admitted, but the objection is made that it obliges the finger to distinguish 52 letters instead of 26, and defeats the hope of a simple, uniform print for adoption throughout this country.

The accommodations for pupils are entirely occupied and insufficient for all the purposes of instruction. Many applicants are still waiting admission. It is many years since any material additions were made to the buildings, and in that time the blind population has nearly doubled.

HOUSE OF REFUGE.

The board of managers make their forty-fourth annual report. On the 1st of January, 1871, there were in the white department 408 inmates; in the colored department, 139; total, 547. Received during the year, 263 whites and 53 colored. Discharged during the same period, 268 white and 73 colored. Remaining, January 1, 1872, in the white department, 337 boys and 66 girls; total, 403; and in the colored department, 81 boys and 38 girls; total, 119. Whole number white and colored, 522. Average age in the white department, boys 14⅓ years, girls 15 years; in the colored department, boys 12½ years, girls 13⅙ years.

Letters received from persons to whom former inmates have been indentured show that the reformation in many cases is assured. The managers consider that "the success that has attended these reformatory schools has amply repaid all the expense and anxiety attendant on their management." The subject of having a school-ship, similar to those in Massachusetts, has been presented to the board, but no action has been taken. It is regarded as a subject of much importance and will be carefully considered.

JOHN SMITH RICHARDS.—OBITUARY.

John Smith Richards died in Reading, August 26, 1872.

He was born in Robeson Township, Berks County, February 8, 1815; enjoyed but meager advantages for schooling, the highest and last opportunity being a year at the old Reading Academy, at the age of 15. But from his childhood he was a diligent reader, and by keeping a daily record of his boyish occupations he learned to use the pen. While tending store and serving as clerk at the iron-works, he studied algebra and geometry without a tutor; studied Latin and law, and was admitted to the bar at the age of 22.

The practice of writing for the newspapers, which he commenced in his boyhood, was continued through life; and for seven years (1838–'45) he edited the Berks and Schuylkill Journal. He was prominent as a lawyer and politician; took a leading part in the temperance movement; and was specially distinguished as the friend of education.

Says the Journal: "Not for half a century or more has any one passed away in Reading who was so widely useful in his day, or whose works will have so marked an influence for good on the rising generations. He was the father of the public-school system in our city, and the leader in every educational, literary, and progressive enterprise."

For twenty-five years he had been closely identified with the schools of Reading; and at a time when the system of popular education met with the most powerful opposition, he stood side by side, in its defense, with such men as Thomas H. Burrows and Thaddeus Stevens. May the youth who enjoy the benefits of his labors emulate his diligence in the improvement of their greater opportunities.

WILLIAM J. HAMILTON.—OBITUARY.

Lieutenant William J. Hamilton died at his home in Bristol, February, 1872. For a short time he was assistant professor of mathematics and military tactics in Cornell University, and won the respect of all who knew him there by thoroughness in instruction and gentlemanly bearing.

WILLIAM HENRY HUNTER.—OBITUARY.

William Henry Hunter, A. M., principal of the Vaughan grammar school, Philadelphia, died July 5, 1872.

He was born in Columbia, Lancaster County, April 12, 1824; entered the Central High School, Philadelphia, January, 1840; graduated December, 1843; adopted teaching as his profession, and was several years preceptor of the academy at Leesburgh, Virginia; returning to Philadelphia, he was elected principal of the public school in Roxborough; in March, 1851, he became principal of the Vaughan grammar school, which position he filled with marked energy and skill till his death.

"Formed by nature for a teacher, and liberally educated for the profession, he carried into the workings of his every-day life the patient investigation, thorough analysis, and attractive power of illustration which rendered him so successful in his art, and which has placed his name in the foremost rank of the public instructors of his day." He fitted about four hundred pupils for the high school, and was "one of the most faithful, energetic, and successful teachers of our city."

JOHN G. MOORE.—OBITUARY.

John G. Moore, principal of Hallowell Seminary, died of consumption at his residence in Philadelphia, April 18, 1872.

He was born in Chester County, February 2, 1834, and followed teaching from his youth; was among the first who entered the normal school at Millersville, where he graduated with high honor in 1858; married Miss E. McV. Budd, a teacher in the school, and settled in Philadelphia as first assistant in the Friends' High School; after some ten years, became principal, in connection with Mr. George Eastburn, of Hallowell Seminary, which was in a highly flourishing condition at the time of his death.

Mr. Moore was one of the most regular and valued contributors to the Pennsylvania School Journal; a skillful teacher, but excelled pre-eminently as a lecturer on scientific subjects. "He forgot himself in the interests of science, and toward the close of his life seemed willing to barter all his remaining strength for a new fact or a new truth."

SAMUEL HENRY DICKSON.—OBITUARY.

Samuel Henry Dickson, M. D., LL. D., professor of the practice of medicine in Jefferson Medical College, died of abdominal tumor, in Philadelphia, March 31, 1872. He was born in Charleston, South Carolina, of Scotch-Irish parents, September 20, 1798; graduated at Yale College 1814; studied medicine with Dr. Prioleau, of Charleston, and graduated Doctor of Medicine at the University of Pennsylvania 1819; took charge of the yellow fever and marine hospitals in Charleston; commenced lecturing in 1822; founded the State Medical College, in which he occupied the chair of institutes and practice of medicine, 1824; was called to the same position in the University of New York 1847; returned to medical college of South Carolina, where he received an ovation from the citizens of Charleston, 1850; resigned in 1858 to accept the position in Jefferson Medical College which he occupied until his death.

Dr. Dickson stood in the front rank of his profession. He was an acute philosophical thinker, and an accomplished writer. Prominent among his published works are "Elements of Medicine," "Essays on Life, Sleep, Pain, and Death," and "Studies in Pathology and Therapeutics."

As a man he was cheerful, genial, friendly to all, of poetical temperament and the most courteous manners.

ANN PRESTON.—OBITUARY.

Ann Preston, M. D., dean and professor of physiology and hygiene in the Woman's Medical College of Pennsylvania, died of heart disease April 19, 1872.

She was born in Chester County, Pennsylvania, 1813, and was one of the earliest graduates of the Woman's Medical College of Pennsylvania. No other individual has been more thoroughly identified with that institution, or done so much toward its permanent establishment and improvement. Probably no woman in this country, certainly none in Philadelphia, has done so much toward securing for woman the advantage of thorough medical education, and the privilege of practicing that profession.

In personal character Miss Preston was one of the gentlest of women, attaching to herself all around her with warm affection. Her lectures were characterized by excellent judgment, industrious research, and admirable clearness of expression.

As a writer she displayed uncommon power on several important occasions, especially in controversies growing out of the prejudice among medical men against the entrance of women into the profession. Calm, refined, and dignified, while thoroughly earnest in her convictions, some of her communications to the press on this subject were models of controversial writing, and to none of them was there ever sent an effectual reply.

JOHN F. FRASER.—OBITUARY.

John F. Fraser, LL. D., died at Philadelphia October 12, 1872. Professor Fraser had filled the chair of physical science in the University of Pennsylvania with signal ability for nearly thirty years. Upon the day after the proceedings at the dedication of the new building devoted to the arts and sciences, he was stricken down with heart disease while entering his own room at that building.

At a meeting of the faculty, Professor Allen, LL. D., one of his co-laborers, spoke of the deceased in the following feeling terms:

"Our deceased colleague," he said, "was undoubtedly one of those men whom we spontaneously recognize as unique. With the liveliest animal spirits, with the keenest enjoyment at the same time of out-of-door activity and of elegant society, he was always, even at the gayest period of his life, an enthusiastic and systematic student. His mind was quick in its action and penetrative beyond example. No man ever mastered a subject more rapidly, or could explain it more clearly or gracefully to others. He had received the most thorough classical training under my learned predecessor, the venerable Dr. Wylie, and did not merely keep up but constantly extended his acquaintance with the Greek and Latin authors. In some departments of French literature he was also a master. As a professor no man ever performed his duties with more alacrity and energy, or with more perfect command of his subjects. His lectures were models. To his colleagues he was a delightful companion and a friend ever ready to oblige. He was one of those who attract and charm by an irresistible fascination. While brilliant in society and chivalrous in his deportment toward women, he attached to himself, in the bonds of solid friendship, many whose acquaintance it was an honor to possess. These he never neglected or forgot, and they will never cease to cherish his memory."

PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

The nineteenth annual sessions of this association were held at the Academy of Music in Philadelphia, on the 20th, 21st, and 22d of August, 1872. The number of names enrolled was nearly eleven hundred—more than had ever attended a previous meeting. The local arrangements for the meeting were very elaborate. But two sessions were held each day, leaving the afternoons for excursions. Of these there were three: one to the Park, one on the Delaware from Philadelphia to Bristol, and one to Long Branch.

These excursions were participated in by the teachers in a body. There was too much to divert the attention to make this a working meeting of the association, and, although many valuable papers were read, there was little time for discussion, or for an earnest grappling with any important question. There was a brief discussion on teachers' certificates, and the subject of the co-education of the sexes in American colleges was also discussed with much ability; the association at the end reversing its action of eighteen years ago, and passing a resolution unanimously approving of the plan.

The addresses given at the opening of the sessions were an address of welcome by Professor F. F. Christine, of Philadelphia; a response by Professor A. R. Harne; and general addresses by Professor J. R. Sypher, Dr. Frank Taylor, and the State superintendent, Hon. J. P. Wickersham. The latter gentleman referred to some historical matters in relation to the association, which, he said, was organized during Christmas week, 1852, at Harrisburgh. The first president was John H. Brown, of the Zane-street grammar school, Philadelphia.

Other addresses were the inaugural, by Hon. Henry Houck, deputy State superintendent; by Hon. A. Mori, minister from Japan; and by Hon. B. G. Northrop, of Connecticut, upon the "Schools of Europe."

Papers were read by Miss Anna B. Bailey, of Bristol, upon "Haps and mishaps;" by President W. C. Cattell, of Lafayette College; by Edward Shippen, esq., of Philadelphia, upon "Compensation of teachers;" by Professor F. A. Allen, of Cransfield, upon "Reform in primary teaching;" by Rev. S. K. Brobst, of Allentown, upon "English and German in the people's schools;" by the Rev. J. K. Loos, of Bethlehem, upon "Religion in our schools;" by Miss F. S. Nash, of Williamsport, a poem, "What hath the angel written?" by Mr. G. H. Davis, of Philadelphia, upon "Sunny teaching;" by President Edward H. Magill, of Swarthmore College, upon the "Co-education of the sexes."

Resolutions were adopted with reference to the centennial exposition, providing for the conference and co-operation, by a committee of the association, with the commissioners of the General Government for the promotion of the objects of the exposition.

Officers elected: President, Edward Gideon, of Philadelphia; secretary, J. P. McCaskey; treasurer, D. S. Burns.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Pennsylvania was the second State in population, having 3,521,951 inhabitants within an area of 46,000 square miles, an average of 76.56 persons to the square mile. This population consisted of 3,456,609 whites, 65,294

colored, 34 Indians, and 14 Chinese. Of these, 2,976,642 were natives of the United States and 545,309 were foreign-born. Of the native residents, 2,684,965 whites, 41,740 colored, and 7 Indians were born within its borders, while of the foreign residents, 160,146 were born in Germany, 69,665 in England, and 235,798 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 725,004 persons attended school, and of these, 18,288 were foreign-born. Of the 717,119 white scholars, 369,674 were males and 347,445 females. Of the 7,880 colored pupils, 4,023 were males and 3,857 females. Four males and 1 female Indian were reported.

Illiteracy.—There were 222,356 inhabitants of all races, of 10 years old and over, unable to write, and of these, 95,553 were foreign-born.

Age and sex of illiterates.—Of the 206,458 white illiterates, 10,688 were from 10 to 15 years old, and of these, 5,735 were males and 4,953 females; 18,159 were from 15 to 21 years old, of whom 8,504 were males and 9,655 females; 177,611 were 21 years old and over, of whom 61,350 were males and 116,261 females. Of the 15,893 colored illiterates, 851 were from 10 to 15 years old, and of these, 401 were males and 450 females; 1,815 were from 15 to 21 years old, and of these, 719 were males and 1,096 females; 13,227 were 21 years old and over, of whom 5,758 were males and 7,469 females. Two male and 3 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 14,872, having 19,522 teachers, of whom 8,507 were males and 11,015 females, to educate 811,863 pupils, of whom 428,023 were males and 383,840 females.

Amount and source of educational income.—The total income of all the educational institutions was $9,628,119, of which $539,496 were derived from endowment, $7,187,700 from taxation and public funds, and $1,900,923 from tuition and other sources.

Public schools.—The 14,107 public schools, with 17,118 teachers—7,298 males and 9,820 females—were attended by 745,734 pupils, of whom 393,953 were males and 351,781 females. To educate these they had a total income of $7,292,946, of which $10,000 were derived from endowment, $7,060,111 from taxation and public funds, and $222,835 from tuition and other sources.

Colleges.—The 33 colleges, with 349 teachers—249 male and 100 female—were attended by 4,897 pupils, of whom 3,597 were males and 1,300 females. They had a total income of $733,933, of which $307,010 were derived from endowment, $17,500 from taxation and public funds, and $409,423 from tuition and other sources.

Academies.—The 138 academies, with 576 teachers, of whom 313 were males and 263 females, had an attendance of 10,987 pupils—6,010 males and 4,977 females—and a total income of $410,017, of which $8,600 were derived from endowment, $7,745 from taxation and public funds, and $393,672 from tuition and other sources.

Private schools.—The 400 day and boarding schools had 672 teachers—246 male and 426 female—and were attended by 16,100 pupils, of whom 7,720 were males and 8,380 females. They had a total income of $385,057, of which $33,749 were derived from endowment, $12,000 from taxation and public funds, and $339,308 from tuition and other sources.

Libraries.—There were 4,966 public libraries, with 3,049,247 volumes; also 9,883 private libraries, having 3,328,598 volumes; making in all, 14,849 libraries, containing 6,377,845 volumes.

The press.—The 540 periodicals had an aggregate circulation of 3,419,765 copies, and an aggregate annual issue of 241,170,540 copies.

Churches.—Of the 5,984 church organizations, 5,668 had edifices with 2,332,288 sittings, and the church property was valued at $52,758,384.

Pauperism.—Of the 8,796 paupers, 4,354 were native whites, 468 native colored, and 3,974 foreigners.

Crime.—Of 3,231 persons in prison June 1, 1870, 2,088 were native whites, 444 native colored, and 699 foreign-born. Three thousand three hundred and twenty-seven persons were convicted during the year.

Age and sex of population.—Of the total population, 1,076,040 were from 5 to 18 years old, of whom 540,133 were males and 535,907 females; 2,597,809 were 10 years old and over, of whom 1,292,518 were males and 1,305,291 females.

Occupations.—There were 1,020,544 persons of these ages engaged in various occupations, of whom 886,209 were males and 134,335 females. Two hundred and sixty thousand and fifty-one persons were engaged in agricultural pursuits, of whom 258,772 were males and 1,279 females; 283,000 in personal and professional services, of whom 192,674 were males and 90,326 females; 121,253 in trade and transportation, of whom 116,714 were males and 4,539 females; 356,240 persons were engaged in manufactures and mechanical and mining industries, of whom 318,049 were males and 38,191 females.

Age and sex of working population.—Of the 1,020,544 employed persons, 38,987 were from 10 to 15 years old, of whom 29,347 were males and 9,640 females; 926,699 were from 16 to 59 years old, and of these, 804,756 were males and 121,943 females; 54,858 were 60 years old and over, of whom 52,106 were males and 2,752 females.

SCHOOL OFFICIALS.

Hon. J. P. WICKERSHAM, *State superintendent of common schools, Harrisburgh.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adams	Aaron Sheely	Gettysburgh.
Allegheny	A. T. Douthett	Pittsburgh.
Armstrong	A. D. Glenn	Eddyville.
Beaver	Martin L. Knight	Industry.
Bedford	Henry W. Fisher	Bedford.
Berks	David B. Brunner	Reading.
Blair	John B. Holland	Newry.
Bradford	Austin A. Keeney	Towanda.
Bucks	Hugh B. Eastburn	New Hope.
Butler	R. H. Young	Coultersville.
Cambria	Thomas J. Chapman	Ebensburgh.
Cameron	Joseph B. Johnson	Emporium.
Carbon	R. F. Hofford	Lehighton.
Centre	R. M. Magee	Bellefonte.
Chester	Hiram F. Pierce	Oxford.
Clarion	J. E. Wood	Knox.
Clearfield	J. A. Gregory	Clearfield.
Clinton	Martin W. Herr	Salona.
Columbia	William H. Snyder	Catawissa.
Crawford	James C. Graham	Meadville.
Cumberland	D. E. Hast	Mechaniesburgh.
Dauphin	S. D. Ingram	Harrisburgh.
Delaware	James W. Baker	Media.
Elk	Rufus Lucore	Early.
Erie	C. C. Taylor	Waterford.
Fayette	Joshua V. Gibbons	Brownsville.
Forest	S. F. Rohrer	Marionville.
Franklin	Jacob S. Smith	Brown's Mill.
Fulton	H. H. Woodal	New Grenada.
Greene	Thomas J. Teal	Rice's Landing.
Huntingdon	R. M. McNeal	Hubelsville.
Indiana	Samuel Wolf	Indiana.
Jefferson	James A. Lowry	Punxatawny.
Juniata	D. E. Robison	Port Royal.
Lancaster	B. F. Shaub	Strasburgh.
Lawrence	William N. Aiken	Newcastle.
Lebanon	William G. Lehman	Lebanon.
Lehigh	James O. Knauss	Allentown.
Luzerne	William A. Campbell	Shickshinny.
Lycoming	Thomas F. Gahan	Montoursville.
McKean	W. H. Curtis	Smithport.
Mercer	N. W. Porter	Mercer.
Mifflin	John M. Bell	Kishacoquillas.
Monroe	Jeremiah Fruttchey	Stroudsburgh.
Montgomery	Abel Rambo	Trappe.
Montour	William Henry	Pottsgrove, North.
Northampton	Benjamin F. Raesly	Mount Bethel.
Northumberland	Saul Shipman	Sunbury.
Perry	George C. Welker	Liverpool.
Pike	John Layton	Dingman's Ferry.
Potter	J. W. Allen	Coudersport.
Schuylkill	Jesse Newlin	Port Carbon.
Snyder	William Noerting	Selin's Grove.
Somerset	Daniel W. Will	Glade.
Sullivan	John W. Martin	Dushore.
Susquehanna	William C. Tilden	Forest Lake Centre.
Tioga	Elias Horton, jr	Knoxville.
Union	A. S. Burrows	Mifflinburgh.
Venango	W. J. McClure	Petroleum Centre.
Warren	Byron Sutherland	Columbus.
Washington	William G. Fee	Cannonsburgh.
Wayne	D. G. Allen	Prompton.
Westmoreland	Henry M. Jones	Salem Cross-Roads.
Wyoming	Thompson Bodle	Tunkhannock.
York	William H. Kain	York.

CITY OR BOROUGH SUPERINTENDENTS.

City or borough.	Superintendent.	Post-office.
Allentown	R. K. Buehrle	Allentown.
Altoona	John Miller	Altoona.
Carbondale	Mathew G. Neary	Carbondale.
Chester	A. A. Meader	Chester.
Easton	W. W. Cottingham	Easton.
Erie	H. S. Jones	Erie.
Harrisburgh	Daniel S. Burns	Harrisburgh.
Hyde Park	Jeremiah E. Hawkes	Hyde Park.
Lebanon	J. T. Nitrauer	Lebanon.
Lock Haven	A. N. Raub	Lock Haven.
Meadville	George W. Haskins	Meadville.
Norristown	Joseph K. Gotwals	Norristown.
Pittsburgh	George J. Luckey	Pittsburgh.
Pottsville	Benjamin F. Patterson	Pottsville.
Reading	Thomas Severn	Reading.
Scranton	Joseph Roney	Scranton.
Titusville	Henry C. Basley	Titusville.
Wilkesbarre	Charles J. Collins	Wilkesbarre.
Williamsport	M. W. Horton	Williamsport.
York	William H. Shelley	York.

RHODE ISLAND.

[From report of Hon. Thomas W. Bicknell, State superintendent of instruction, for the scholastic year ended April 30, 1871.]

SCHOOL FUND.

Amount of State appropriations	$90,000 00
Amount of town appropriations	315,348 34
Amount from registry taxes and other sources	36,363 19
Amount of district taxes	58,951 66
Amount of balance unexpended last year	13,377 32
Total receipts for the year	514,040 51

EXPENDITURES.

Amount expended for teachers, &c	$312,325 73
Amount expended for school-houses, &c	148,834 68
Total expenditures	461,160 41

APPROPRIATIONS FOR 1871–'72.

State appropriation for public schools	$90,000 00
State appropriation for State normal school	10,000 00
State appropriation for mileage to State normal school	1,500 00
State appropriation for teachers' institutes	500 00
State appropriation for lectures, &c	500 00
State appropriation for Rhode Island Schoolmaster	300 00
Town appropriations for public schools	259,801 63

ATTENDANCE OF PUPILS.

Number of children in the State under 15 years of age	64,930
Estimated number between 5 and 15 years of age	42,000
Number of pupils registered in summer schools	26,447
Number of pupils registered in winter schools	28,396
Average attendance at summer schools	21,821
Increase over last year	1,773
Average attendance at winter schools	23,150
Increase over last year	715
Per cent. of children between 5 and 15 registered in summer	63
Per cent. of children between 5 and 15 registered in winter	69
Per cent. of attendance on total school population	53
Per cent. of attendance on number registered in summer	82
Per cent. of attendance on number registered in winter	85
Estimated number of pupils in private and Catholic schools	7,500
Estimated number instructed at home or detained as invalids	1,000
Estimated number at public and private schools or instructed at home	38,000
Estimated number not attending school, about	4,000
Estimated percentage of school population under instruction	90

Estimated percentage of school population not under instruction, 10, or one child in every ten between 5 and 15 years of age.

TEACHERS AND TEACHERS' PAY.

Summer schools.

Number of male teachers	92
Number of female teachers	603
Total number of teachers	695
Increase over last year	44
Average pay per month, including board	$32 52

Winter schools.

Number of male teachers	169
Number of female teachers	552
Total number of teachers	721
Increase over last year	19
Average pay per month, including board	$38 24

NUMBER OF SCHOOLS.

Number of summer schools	682
Increase over last year	99
Number of winter schools	719
Increase over last year	84
Whole number of schools	1,401
Average duration of schools	34 weeks.

EDUCATIONAL PROGRESS.

	1844.	1870.
Total receipts	$53,014 57	$514,040 51
Total expenditures	53,741 23	461,160 41
Number of districts	359	423
Number of schools	428	1,401
Number of teachers	515	1,416
Number of pupils	22,156	29,500

SCHOOL LAW.

The school laws have passed a careful revision by the general assembly. The section relating to State appropriations has been so amended as to provide that no town shall receive any part of the State appropriation for public schools, unless it shall raise by tax a sum equal to the amount to which it is entitled from the State treasury. By the former law each town was required to raise a sum equal to one-half the amount received from the State appropriation. Towns are now required to elect a school superintendent; by the former law they were simply authorized to do so. The law relating to truant children and absentees from school is wholly ineffective, inasmuch as no penalty follows a neglect to fulfill its requirements. Not a city or town in the State has taken action as authorized and required by law. It is recommended that sufficient penalties be attached to secure the enforcement of the law, or that it be wholly revoked, as it is now practically null and void.

TEACHERS' INSTITUTES.

Successful institutes of instruction have been held during the year at Providence, Chepachet, Kingston, and Central Falls. Local institutes have also been held in various places. The annual institute held at Providence in January was the largest and most spirited meeting of teachers ever held in the State. For one day the public schools of Providence were open for examination by teachers and school officers from others parts of the State. An educational mass-meeting was attended by over two thousand people, who were addressed by Governor Padelford, the mayor of Providence, Hon. Joseph White, of Massachusetts, and Hon. Warren Johnson, of Maine. Music and select readings added to the interest of the exercises. No better work to advance the interests of common schools in Rhode Island has been done than was accomplished by the various exercises of this institute.

TEACHERS' ASSOCIATIONS.

Associations of teachers have been formed, and regular meetings have been held during the year, in ten towns, and teachers' meetings have been held in nearly every town in the State, at intervals not exceeding two or three months. With the interest in this matter manifested by school officers and teachers, such meetings will soon be held in every town in our State, at least twice in each term. This is one, and not the least encouraging, of the signs of progress.

THE RHODE ISLAND SCHOOLMASTER.

This journal continues to do a good work for the cause of education in our State. The number of its readers has never been larger than at present, nor its pages more practically valuable. Nearly all its articles are from the pens of our own teachers. An appropriation of $300 is made by the State for its support. The subscriptions from other States, even as far distant as the Pacific coast, are gratifying evidence of its success.

RHODE ISLAND EDUCATIONAL UNION.

The object of this association is to aid in supplementing the work of public instruction through the agency of evening schools, libraries, and reading-rooms. By these and kindred means, it was thought something might be done for the 15,000 in the State beyond the school-age, 10,000 of whom can not read. The hope with which the union was originated has been in a large measure realized. There is a steady increase in the attendance at evening schools and reading-rooms, and an extending appreciation of their utility. Originally commenced, in many cases, by the voluntary services and subscriptions of individuals, they are gradually winning the public support. Several towns have fully adopted them, some appropriate in part for their maintenance, and others purpose to ingraft them into their system of public instruction.

The manufacturers of Woonsocket have this year united in closing their mills so early as to allow those in their employ to avail themselves of evening schools, lectures, &c. Liberal provision is made in many of our villages for reading-rooms, libraries, and evening schools, and in some cases this is done by manufacturing companies. The Lonsdale Company have, during the past year, completed a large building containing a reading-room, library, and a lecture-hall capable of seating 1,000 persons. A. & W. Sprague have erected at Central Falls a fine edifice 100 by 40 feet, with an L 40 by 50, for educational purposes. Hazard & Sons have made the same provision for Peacedale. Others, who can not be mentioned, have been equally liberal. With such facilities for self-culture well established and capable of indefinite expansion, (as lately, for example, into a "polytechnic" school in Providence,) incalculable benefits must, in a few years, result not only to the individual but to the State.

EVENING SCHOOLS.

The evening school must, for a time, supplement the common-school system, and is a necessity for that large portion of our minor population who are entirely deprived of the privileges of the day school. Many can neither read nor write on their admission. Others are young men and women who have already gained the rudiments of an English education, and are desirous of making larger acquisitions of knowledge.

The following statistics from evening schools, which have been successfully sustained, will be read with interest. They are taken from the reports of seven towns, including Providence. The average number of pupils was 103; average age of pupils, 16; average duration of school, 15 weeks; average length of sessions, 2 hours; average salary of male teachers, $9.50 per week; average salary of female teachers, $3.50 per week; average cost per pupil, $2.92. In one town the services of teachers are gratuitous, and in Providence, which is not included in the above statement of salaries, the payment is $2 a night for principals, and $1 a night for assistants, male or female. In all these schools, with the exception of Providence, the pupils are factory operatives. These schools are uniformly pronounced a success, and their reports are highly encouraging

DRAWING IN PUBLIC SCHOOLS.

"In my last annual report I referred to the importance of technical education in a State dependent, as ours, upon the value of its skilled labor. The first step toward improvement is the introduction of elementary drawing in our schools. As an initial movement, our teachers must become qualified to lead in instruction, and hence the pupils in the normal school have received a limited number of lessons in free drawing."

WOMEN AS SCHOOL OFFICERS.

"I am fully satisfied that it is wise to appoint women of talent, public spirit, and business tact, as school officers. In the town of Tiverton, the school board, during the past year, has been wholly composed of women, and it is the uniform testimony of the people of that town, that in no previous year has so much time and labor been devoted to the advancement of the interests of the schools. I trust that the public confidence will be shown by the appointment of women to fill a portion of the places upon the school boards at all subsequent elections."

ILLITERACY IN RHODE ISLAND.

Notwithstanding the great facilities for the diffusion of knowledge, and the increased interest of our people in the cause of education, we are compelled to admit the fact that illiteracy is on the increase in the State. The number of persons over 21 years of age who can neither read nor write, as given by the census of 1870, is nearly five times greater than that given in the census of 1850. In 1850 the number was 3,607, in 1870 it was 16,786; and the minor illiterate population, from 10 to 21 years,

is 5,115, making the total of illiterate population, over 10 years of age, 21,901. The source of this mass of ignorance is shown by the fact that, of this 21,901, 17,477 are of foreign-birth.

These statements only show the alarming aggregate of the illiterate population of Rhode Island. We have no statistics to show the influence of such a population upon the present history and future prosperity of our State. The intimate relations of ignorance to crime appear by reference to the records of public courts, jails, the State farm, and the State prison. Ignorance and idleness produce the evils from which we now suffer; education and labor will banish them.

Among the remedies for illiteracy are the enforcement of a law which shall not allow a child under twelve years of age to be employed in a manufacturing establishment; also, the enforcement of a law requiring children so employed to attend school at least five months in each year; a truant and vagrant law, by which every child between the ages of 6 and 16 years not attending any school, or without any regular and lawful occupation, may be committed to some suitable institution, or bound as an apprentice to some good home, for the purpose of gaining the rudiments of an education and of learning some useful trade; the establishment of evening schools in every town; and a constitutional enactment which shall restrict the franchise to those who can read and write.

PROVIDENCE.

[From report of Rev. Daniel Leach, superintendent of city schools.]

SCHOOL BUILDINGS.

The city has in use at present thirty-six school buildings, two of which are hired. Some of these buildings are equal to the best in New England. Others, however, are badly lighted, poorly ventilated, and neither pleasant nor convenient. The accommodations of the high school are by no means creditable to the city. Larger and better school accommodations are imperatively needed. The value of the school estates owned by the city is estimated at $1,000,000. The aggregate annual expenditure for the schools is nearly $170,000, about $140,000 of which are required to pay the salaries of teachers.

SCHOOL TERMS.

The school committee consider that, as a whole, the public schools are in a very satisfactory condition. By the present arrangement, the school year of 42 weeks is divided into four terms: three of 10 weeks each, and one of 12 weeks. Under this plan it becomes necessary to carry the fourth term considerably into July, a step which does not meet entire approval. The proper length of the school year and its rightful division into terms constitute a problem difficult to solve.

BRANCHES OF STUDY.

Drawing has been made an established study in the intermediate and grammar schools, and most commendable progress has been made during the year.

In the department of musical instruction, the former faulty manner of teaching has given way to a systematized method. By this change, together with a regular daily drill on the part of the pupils, the most satisfactory results have been produced. Pupils in all the grades are now taught not only to sing, but to read and write music.

TRUANCY.

It is stated that while the percentage of truants is not so large as in some New England cities, it is altogether too large, and is increasing. The committee are of opinion that the legislation which has been had upon this subject is well calculated to meet the evil, and that if a place of detention—a house of industry—were provided, the law would prove an effective means of restraint. An industrial school is needed, and it is a question whether there shall be such an institution, or whether the accommodations of reform schools and prisons shall be enlarged to meet the demand that is sure to be made.

EVENING SCHOOLS.

These schools were held for a term of twenty weeks. The number of pupils registered was 2,195, an increase of 534 over last year. In connection with the evening schools a polytechnic school was opened. The interest evinced testified to the need that had been felt for this kind of instruction. The committee are fully convinced that the time has come for the establishment of an evening high school, thus supplying the intermediate link between the lowest and highest grade of evening schools. Singing exercises were introduced in two of the schools, and in each instance the influence was marked and beneficial.

NEWPORT.

[From report of Professor A. D. Small, superintendent of city schools.]

PUBLIC SCHOOLS.

The general condition of the schools is very satisfactory. The tables of attendance show a healthy condition in this respect; and it is considered worthy of note that out of the whole number of pupils, only one hundred and twelve have been sent to the office for discipline; and of these but forty-five have come the second time. The number of really bad boys is remarkably small, and the authority of the teachers well recognized.

TRUANCY.

The passage of a comprehensive and specific law with regard to truancy is urged; also, the establishment of a reformatory school for habitual truants. The unfavorable action of the general assembly upon this matter is much regretted.

EVENING HIGH SCHOOL.

The evening school continues to do an excellent work, yet it does not fully meet the wants for free evening instruction. There is a large class who have already attended the day school, and who are prepared for more advanced studies than are usually taught in the evening school. For these an evening high school should be established. An experiment of this kind was made in the spring. The season was unfavorable, but the attendance (averaging fifty-eight) proved conclusively the demand existing for schools of this character.

HIGH-SCHOOL ENDOWMENT.

The late William Sanford Rogers, of Boston, has left $100,000 to the city of Newport, in trust, for the endowment of a high school. Detailed information concerning the bequest has not yet been communicated to the committee.

STATE NORMAL SCHOOL.

The State Normal School was opened September 6, 1871. The report of the trustees and the semi-annual report of the principal show its successful operation, and the wisdom of its establishment. Its indirect benefits are already seen and felt in the improved tone and spirit of many of our schools. An appropriation of $1,500 was made by the general assembly to aid in defraying the traveling expenses of pupils residing out of the city of Providence. The trustees recommend a renewal for the coming year of the appropriation of $10,000 for the work of the school, together with that of $1,500 to aid in defraying the traveling expenses of pupils. Lessons in drawing were given during the winter, with the view of preparing the pupils to teach the elements of that branch. The number of graduates in 1872 was 24.

BROWN UNIVERSITY.

The whole number of applications for admission during the year was 77; admissions, 69. Of those admitted, the ratio for the four years' course is 87 per cent.; a larger number than usual. This is considered as affording gratifying evidence, on the part of the public, of a desire for complete education.

Departments of practical science have been established, in which provision has been made for courses of instruction in such branches as are related to agriculture and the mechanic arts. This provision has been made in accordance with resolutions of the general assembly, assigning the congressional grant of land for the establishment of an agricultural college to Brown University.

SCHOLARSHIPS.

The fund of $50,000 which accrues from this grant is, by agreement on the part of the university, devoted to the education "of scholars, each at the rate of $100 per annum, to the extent of the entire annual income." Appointments to these scholarships are made by the governor and secretary of state, on the nomination of the general assembly. There are now 52 scholarships established for the aid of indigent students, to the amount of $60 each per annum. In consideration of the advance in the price of tuition, two years ago, from $50 to $75 per annum, the corporation gave to the faculty discre-

tionary power to make a reduction of $25 per annum on the tuition of indigent students, to a number not exceeding two-fifths of the whole number in college. Under this provision relief has been extended to 67 students.

The endowment fund of the university amounts to $602,653.73. The museum of natural history has received large additions during the year, and now comprises 19,250 specimens. Contributions amounting to $5,450 have been received in aid of this museum.

PROVIDENCE REFORM SCHOOL.

The whole number of inmates since organization has been 2,638. The average number of months in the institution of those discharged during the year is, boys, 13.7; girls, 28.3. The largest number of commitments during the year was for theft. The expenditure for the year amounts to $42,948.04, and the earnings of the children in the labor department to $19,271.36. More apparent good has resulted from the work in the boys' school than ever before. The girls' school has been less satisfactory. The report of the trustees states that the general condition of the institution is entirely gratifying, and its prospects of usefulness in the future highly encouraging.

SCHOLFIELD'S COMMERCIAL COLLEGE.

A feature of this institution is that book-keeping is never taught in class. Each student receives separate personal instruction adapted to his mental constitution and proficiency. The system upon which the college is conducted allows pupils to enter at any time.

ALBERT A. GAMWELL.—OBITUARY.

Albert A. Gamwell, principal of the Fountain-street grammar school, Providence, died of typhoid pneumonia December 18, 1871. He was born in Peru, Massachusetts, October 29, 1816; graduate of Brown University 1847; immediately after became principal of the Fountain-street grammar school, (since called Federal street, and lately the Hughes school,) where he labored with great fidelity and success till his death.

"A farmer's son, among the hills of Berkshire, he faithfully improved the advantages offered by the common school, and prepared for college at the Connecticut Literary Institution at Suffield. He was remarkable throughout life for patient, untiring industry; methodical in the employment of his time, both at school and at home; frugal in his habits, and moderate in his desires, never sacrificing substantial comfort for fashion and empty show. As a teacher he was quiet and unpretending, but thorough, teaching principles and not theories or text-books. He loved honesty and truthfulness; he despised vanity and deceit. Hence the usual quarterly examinations were with him genuine examinations, and not exhibitions specially prepared for the occasion. He did not approve the introduction of so many general exercises, believing in the old-fashioned way of studying and reciting all lessons in the school-room and within school hours, leaving the rest of the time for work and play. He had a profound reverence for religion and religious institutions, and lived and died in the Christian faith.

REV. T. A. CRANE.—OBITUARY.

The Rev. T. A. Crane, D. D., rector of St. Luke's Church, East Greenwich, Rhode Island, entered Brown University in 1823, supporting himself for the most part during his college course by his own exertions, and taking high rank as a scholar. After his graduation he was appointed to the office of a tutor in the university, which he he held for four years. In 1839 he was elected to the presidency of Kemper College, and after two years of hard labor, prosecuted in defiance of peculiar difficulties and embarrassments, he resigned his office and returned to the rank of the Christian ministry as a pastor. During his residence in Saint Louis he delivered the annual address before the medical society of the college, which was printed. The last thirty years of his life were passed in Rhode Island, and the interest that Dr. Crane had always felt in the cause of education was manifested here by the oversight that he took of our public schools, and his frequent valuable contributions to our educational journals. An accurate scholar himself, he appreciated fully the great importance of laying broad and deep foundations as the basis of all effective training, and his influence in this respect will be long felt in our community.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The exercises of the twenty-seventh annual meeting of this institution were held in Providence, commencing on the morning of the 18th of January, by visits of the members to the normal and high schools, the normal school being the special scene of

attraction, where classes in various branches were taught in the usual manner, as illustrations of the method of teaching these branches.

In the afternoon the primary, intermediate, and grammar schools were visited, and exercises similar to those of the quarterly examinations were witnessed. In the evening a most pleasant reunion of the teachers was held in the Roger Williams Hall.

On the morning of the 19th, the president, Mr. A. J. Manchester, referring to the social exercises of the preceding day, as having well replaced the usual introductory addresses, proceeded at once to the business of the day, introducing Mr. A. D. Small, superintendent of schools of Newport, who read a paper on "Practical education." He said, in answer to the question "What is practical?" there were three requisites: books, health, and religion. Under these heads, he spoke of the importance of good reading, which must be impressed upon the scholar by teacher or parent; of the necessity of health, and a better appreciation of the means of physical conservation; and the desirableness of religious instruction, which should not be sectarian, but should teach by pointing out examples of the good and the bad.

The discussion which followed was confined to the approval of the excellences of the paper, and was participated in by Mr. Merrick Lyon, Rev. E. M. Stone, Professor O. H. Kile, and Rev. Mr. Holman.

Mr. D. W. Hoyt, of the Providence high school, read an essay on "The cultivation of the memory." The paper was discussed by Mr. William A. Mowry, Professor Bancroft, Professor J. C. Eastman, and Mr. J. F. Cady.

In the afternoon a class exercise was given by the pupils of the State Normal School in reading, conducted by Mrs. M. H. Miller.

Professor J. C. Greenough, principal of the State Normal School, then read a paper on "a course of study," which, he said, "is a means to an end;" and in order to understand what means to employ to secure an end, the end itself must be clearly understood. In this country no teacher can predict what will be the life-work of his pupils, and therefore can not give special training for an employment. One of the defects of our system is a failure to develop pupils with elementary instruction, before attempting to teach them scientific truth.

Joshua Bates, esq., head-master of the Brimmer school, Boston, read a paper on "The manners and morals of school-rooms."

A mass-meeting of the institute was held in the evening at Music Hall, with exercises varied, high-toned, and enthusiastic, among which were music and addresses by Governor Padelford, Mayor Doyle, Commissioner Bicknell, and others. The commissioner stated that the State had, during the past year, appropriated $500,000 for public education; that 80 per cent. of the school population was in the public schools; and that a first-class normal school had been established and was in successful operation. Thirty-four weeks of school are now secured in every town in the State annually. The objects urged by the commissioner as necessary were, a higher public sentiment, a truant law, a law as to child-operatives, school missionary work, and homes such as are proposed in Newport.

Rev. Daniel Leach, superintendent of public schools in Providence, also made an able address; and Hon. W. P. Sheffield, of Newport, spoke of the relations of the State to the public education of its citizens.

On the closing day, the officers for the ensuing year were elected, as follows: President, Merrick Lyon; recording secretary, G. E. Whittemore; corresponding secretary, D. R. Adams, Centreville; with a list of vice-presidents, directors, &c.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Rhode Island was the thirty-second State in population, having 217,353 inhabitants, within an area of 1,306 square miles, an average of 166.43 persons to the square mile. This population consisted of 212,219 whites, 4,980 colored, and 154 Indians. Of these 161,957 were natives of the United States, and 55,396 were foreign-born. Of the native residents 122,626 white, 2,520 colored, and 123 Indians were born within its borders, while of the foreign residents 1,201 were born in Germany, 9,291 in England, and 31,534 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 34,948 persons attended school, and of these 2,027 were foreign-born. Of the 34,292 white scholars 17,643 were males and 16,649 females. Of the 618 colored pupils 309 were males and 309 females; 22 male and 16 female Indians were also reported.

Illiteracy.—Twenty-one thousand nine hundred and twenty-one inhabitants of all races, 10 years old and over, were unable to write, and of these 17,477 were foreign-born.

Age and sex of illiterates.—Of the 21,031 white illiterates 2,484 were from 10 to 15 years old, and of these 1,289 were males and 1,195 females; 2,473 were from 15 to 21 years old, of whom 1,090 were males and 1,383 females; 16,074 were 21 years old and over, of whom 5,922 were males and 10,152 females. Of the 870 colored illiterates 46 were from 10 to 15 years old, and of these 26 were males and 20 females; 112 were from 15 to 21 years

old, and of these 63 were males and 49 females; 712 were 21 years old and over, of whom 291 were males and 421 females; 6 male and 14 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 561, having 951 teachers, of whom 237 were males and 714 females, to educate their 32,596 pupils, of whom 15,491 were males and 17,105 females.

Amount and source of educational income.—The total income of all the educational institutions was $565,012, of which $31,535 were derived from endowment, $348,656 from taxation and public funds, and $184,821 from tuition and other sources.

Public schools.—The 487 public schools, with 775 teachers—165 males and 610 females—were attended by 27,250 pupils, of whom 12,736 were males and 14,514 females. To educate these they had a total income of $355,582, of which $1,085 were derived from endowment, $348,656 from taxation and public funds, and $5,841 from tuition and other sources.

College.—The one college, with 11 male teachers, was attended by 203 male pupils, to educate whom it had a total income of $45,150, of which $30,000 were derived from endowment and $15,150 from tuition and other sources.

Academies.—The 2 academies, with 16 teachers, of whom 10 were males and 6 females, had an attendance of 415 pupils—241 males and 174 females—and an income of $20,400, derived from tuition and other sources.

Private schools.—The 63 day and boarding schools had 106 teachers—34 males and 72 females—and were attended by 1,896 pupils, of whom 820 were males and 1,076 females. They had a total income of $119,380, of which $450 were derived from endowment, and $118,930 from tuition and other sources.

Libraries.—There were 334 public libraries, with 309,696 volumes; also, 425 private libraries, with 383,691 volumes; making in all, 759 libraries, with 693,387 volumes.

The press.—The 32 periodicals had an aggregate circulation of 82,050 copies, and an aggregate annual issue of 9,781,500 copies.

Churches.—Of the 295 church organizations, 283 had edifices, with 125,183 sittings, and the church property was valued at $4,117,200.

Pauperism.—Of the 634 paupers, 407 were native whites, 35 native colored, and 192 foreigners.

Crime.—Of 180 persons in prison June 1, 1870, 113 were native whites, 12 native colored, and 55 foreign-born. Two hundred and eight persons were convicted during the year.

Age and sex of population.—Of the total population, 55,775 were from 5 to 18 years old, of whom 27,834 were males and 27,941 females; 173,751 were ten years old and over, of whom 82,824 were males and 90,927 females.

Occupations.—There were 88,574 persons of these ages engaged in various occupations, of whom 66,859 were males and 21,715 females. Eleven thousand seven hundred and eighty persons were engaged in agricultural pursuits, of whom 11,767 were males and 13 females; 19,679 in personal and professional services, of whom 12,349 were males and 7,330 females; 10,108 in trade and transportation, of whom 9,878 were males and 230 females; 47,007 in manufactures and mechanical and mining industries, of whom 32,865 were males and 14,142 females.

Age and sex of working population.—Of the 88,574 employed persons, 5,534 were from 10 to 15 years old, of whom 3,510 were males and 2,024 females; 77,102 persons were from 16 to 59 years old, and of these 58,419 were males and 18,683 females; 5,938 persons were 60 years old and over, of whom 4,930 were males and 1,008 females.

SOUTH CAROLINA.

[From report of Hon. J. K. Jillson, State superintendent of public instruction, for the scholastic year ended June 30, 1872.]

SCHOOL REVENUE.

State school appropriation, (not yet paid)	$300,000 00
Poll-tax, amount reported as collected	36,563 00
Local or school-district taxes, amount reported as collected	75,393 35
Total	411,956 35

SCHOOL EXPENDITURES.

Salaries of teachers	$268,091 67
Building of school-houses	11,505 50
Rent of school-houses	2,854 13
Total	282,451 30

The foregoing is not a complete exhibit of school expenditures for the scholastic year. Five counties made no returns of the total amount of salaries paid to teachers; and quite a number of school-houses have been erected during the year, concerning the cost of which the returns are either incomplete or entirely wanting.

The amount required for the support of the school system for the year 1872–'73 is estimated at $600,000.

ATTENDANCE.

Local school age	6–16
White children of school age, (males 40,956, females 41,240)	82,196
Colored children of school age, (males 58,776, females 56,207)	114,983
Total scholastic population	197,179
White children enrolled in school, (males 19,446, females 18,241)	37,687
Colored children enrolled in school, (males 19,428, females 19,207)	38,635
Whole number enrolled in school	76,322
Increase over last year	10,266

TEACHERS AND TEACHERS' PAY.

Northern white teachers, (males 13, females 40)	53
Southern white teachers, (males 988, females 646)	1,634
Northern colored teachers, (males 16, females 6)	22
Southern colored teachers, (males 346, females 130)	476
Whole number of teachers employed, 1872	2,185
Increase over last year	287
Number of teachers holding first-grade certificates	549
Number of teachers holding second-grade certificates	807
Number of teachers holding third-grade certificates	829
Number of State certificates granted during the year	14
Average monthly pay of male teachers	$32 55
Average monthly pay of female teachers	31 25

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts	462
Number of free common schools, 1872	1,639
Increase over last year	280
Average number of months schools were in session	5

SCHOOL-HOUSES.

Number of school-houses reported as erected during the year: log, 127; frame, 98; brick, 1	226
Cost of school-houses erected during the year*	$11,505 50

* The returns concerning the cost of school-houses erected during the year are very incomplete. It is impossible to estimate their aggregate cost.

Number of school-houses previously erected: log, 950; frame, 679; brick, 15	1,644
Valuation, (returns deficient)	$220,448 00
Condition: good, 707; fair, 460; bad, 477.	
Number with grounds inclosed	178
Whole number of school-houses in the State	1,870
Number owned by school districts	239

There are in the city of Charleston four good brick school-houses, valued at $100,000. They are public property, and are included in the foregoing statement.

CONDITION OF THE SCHOOL SYSTEM.

The superintendent remarks that "While something has been accomplished during the year in educational matters, yet it is a source of anxiety and regret to every well-wisher of the cause that so little has been done. The bankrupt condition of the State's exchequer has been most disastrous in its effect upon the common schools. Not one dollar of the State school appropriation of $300,000, for the fiscal year ended October 31, 1872, has yet been disbursed from the State treasury, and this in the face of the fact that $1,044,000 were collected on account of taxes for the said fiscal year.

"Public confidence has been betrayed and destroyed, school teachers and school officers have been forced to labor without receiving their salaries. The whole system is, in its present condition, a reproach to those who claim to be its friends and advocates. Our free common-school system, efficiently, faithfully, respectably, and successfully administered and applied, can not fail to become popular. The continuance of the present condition of affairs must plunge it into utter ruin and uselessness.

"There are two essentials to the success of the system, namely: 1. Such legislation as will secure liberal and certain school revenues. 2. The election and appointment of none but competent and efficient persons as school officers. Our whole State policy, so far as common education is concerned, has been, from the beginning, narrow and illiberal. While other enterprises and interests have received due attention and proper care, the education of the people has been a matter of the last and least consideration."

The superintendent states that he has visited several counties during the year, and has conversed with the people concerning educational matters. He has observed a growing interest in the cause of free common schools. The universal cause of complaint is that the State has not met its school appropriations.

It is believed that if the school finances were placed on a sound basis, the schools would prosper throughout the State.

SCHOOL FUNDS.

The following legislation is recommended concerning school funds: 1. That the general assembly levy a special State school-tax of two mills on each dollar of taxable property in the State. Such a tax would probably realize a revenue of about $300,000. 2. That it be declared a misdemeanor to appropriate any portion of said tax for any purpose except that of free common schools, with a penalty of not less than $10,000 attached. 3. That it shall be the duty of the State superintendent of education to apportion, as the law specifies, the free-school funds of the State among the several counties thereof only. 4. That it shall be the duty of such county school commissioner to apportion, according to law, the free-school fund of his county among the several school districts thereof. 5. That it shall be the duty of each county treasurer to report monthly the amount of collections made by him for the month, on account of school funds or taxes or poll-tax, which shall be paid on the orders of boards of school-district trustees, countersigned by the county school commissioner.

POLL-TAX.

The superintendent remarks: "There is no good reason why each and every voter in the State should not be willing to pay annually, or be compelled to pay, in case of unwillingness to do so, the small sum of $1, as a consideration of the rights and privileges of citizenship, particularly when the same is to be specially applied to school purposes."

The whole number of votes cast for governor at the last State election was 106,722; the annual amount of poll-tax collected in the State ought to be, therefore, at least $100,000, a very considerable item in the matter of school revenue. Legislation compelling the prompt and complete collection of the poll-tax is strongly urged.

ANNUAL REPORTS OF COUNTY SCHOOL COMMISSIONERS.

These reports constitute the principal source from which the information and material necessary to the preparation of annual State reports are obtained. Much delay, as

well as annoyance, is experienced every year concerning them. Many of them are not only forwarded tardily, but are made out without due regard to completeness and correctness. These reports should be printed with the annual State report; but this will be impracticable, so long as no more care is taken in their preparation.

UNIFORM SYSTEM OF SCHOOL RECORDS.

The general assembly, at its last session, appropriated the sum of $7,000 to defray the expenses of preparing, publishing, and distributing a uniform system of school records. The greater portion of these records has already been prepared and published. When completed and distributed, they will be of great service to school officers and school-teachers in making out the reports and keeping the records required of them by law. This work has been seriously hindered on account of the embarrassed condition of the school finances.

DISTRIBUTION OF TEXT-BOOKS.

School text-books have been distributed from the office of the State superintendent during the year to every county in the State, except two, which made requisitions.

The supply of books has been wholly inadequate to meet the demands, and this circumstance has given rise to much dissatisfaction. The superintendent has been led, by an unpleasant experience, to the conclusion that the plan of furnishing text-books by the State, either free or otherwise, is unsound and impracticable, and ought to be discarded at once.

TEACHERS' INSTITUTES.

Seven institutes have been held in three counties of the State during the year. No report is made of the attendance at any of the meetings.

The superintendent recommends the passage of an act providing and organizing teachers' institutes as a preliminary measure to meet the demand for a supply of competent teachers.

STATE NORMAL SCHOOLS.

The superintendent recommends attention to that part of the State constitution which refers to the establishment of State normal schools. The wisdom and importance of this requirement of the law are considered too obvious to require further comment.

PEABODY FUND.

Of this State the agent of the fund, Dr. Sears, says: "We learn from the report of the superintendent, and from the proceedings of the board of education, that the number of children of school age in the State is 296,610, of whom 123,063 are colored; that the number attending the public schools is 66,056, of whom 33,834 are colored, showing an increase of attendance of 100 per cent. over last year; that there are in the State 422 log school-houses, and 339 frame and brick houses; that the number of teachers is 1,898; that the amount raised by taxation for schools in 1871 was $250,000, while not less than $500,000 are necessary to keep free schools in operation in the State six months in the year. In the report complaints are made and reiterated of the unfaithfulness of State officials in the use of the school funds and of the incompetency and indifference of many of the school officers. Under these circumstances it has been impossible to accomplish anything important in connection with the public schools of this State the past year. We have rendered assistance to two small schools only: $300 to one in Beaufort, and $200 to another in Spartanburgh."

EDUCATIONAL INSTITUTE OF SOUTH CAROLINA.

A meeting of this institute was held at Greenville in August, 1871. The members numbered 48, most of them principals of schools or professors in colleges.

The principal subjects of discussion were "Geometrical text-books and methods of instruction," "School organization," and "Southern colleges, and their claims upon the liberality of the people."

The president was requested to appoint a committee of two on each of the following subjects: Arithmetic, history and geography, English grammar and rhetoric, and algebra; each member of these committees to present, at the next annual meeting, a report upon text-books, methods of instruction, or any other matter relative to the subjects assigned them which they may deem of interest.

STATE ORPHAN ASYLUM.

The annual report of the trustees gives the number of inmates as 140: boys 71, girls 69. The average attendance in the school connected with the institution is 87. The boys are instructed in agriculture, and the girls in needle-work.

The State appropriation for the support of the institution for the year ended October 31, 1872, was $15,000. The actual amount expended during the year was $21,396.49, an excess of $8,030.27 over the receipts.

SOUTH CAROLINA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The twenty-fourth annual report of this institution states that, of the whole number of pupils during the year, 22 were deaf and dumb and 19 were blind. The number of pupils was larger than during any previous session. The progress of the pupils in their studies during the year is commendable.

The institution stands greatly in need of increased shop facilities. There is only the boot and shoe trade for the deaf and dumb boys, and no trade for either males or females of the blind pupils, or for the mute girls. It is recommended that an appropriation be made for the purpose of establishing an industrial department for the females of both departments, a printing office and cabinet shop for the deaf and dumb boys, and the broom, mat, brush, and chair-seating trades for the blind boys. Of the latter a majority must have trades taught them or remain in a state of dependence after leaving the institution.

It is represented that many who would gladly avail themselves of the advantages of the institution are prevented doing so by their inability to provide suitable clothing and pay the expenses of transportation. A fund should be set apart for the relief of such persons.

It is recommended that the superintendent be authorized to visit some of the leading institutions for the deaf and dumb and the blind in the United States, during the next session, in order to acquaint himself with all improvements in books, apparatus, *regime*, &c. The books and apparatus of the institution, particularly for the blind, have been in use for a long time and need replenishing.

The State superintendent of instruction recommends an appropriation of $15,000 for this institution for the next year.

UNIVERSITY OF SOUTH CAROLINA.

The university consists of ten distinct and independent schools. Students are allowed a choice, provided they enter at least three schools. The State appropriations for the university during the last fiscal year amounted to $37,850.

This institution affords superior educational advantages. The State appropriations for its support have been liberal, its location is central and healthy, its buildings are commodious, its library is the finest in the South, and there is a full corps of learned, efficient, faithful professors. The number of students in attendance, however, is exceedingly unsatisfactory, and ought, by every reasonable consideration, to be largely augmented.

The apparatus of the university, particularly in the departments of chemistry and philosophy, is incomplete and should be replenished. It is recommended that a special appropriation be made for this purpose.

WOFFORD COLLEGE.

This institution is, by the terms of its endowment, under the control and management of the conference of the Methodist Episcopal Church of South Carolina. The endowment fund of the college (over $200,000) was, with the exception of a few thousand dollars, lost during the late war. The college includes two departments, collegiate and preparatory.

NEWBERRY COLLEGE.

The college, having been removed from Newberry Court-House, is now located in Walhalla, Oconee County. It is under the care of the Evangelical Lutheran synod of South Carolina. The departments of the college are collegiate, preparatory, primary, and theological.

GREENVILLE BAPTIST FEMALE COLLEGE.

This was organized by the Baptist State convention of South Carolina. The courses of study are primary, academic, and collegiate. The collegiate course has been extended from three to four years, and the study of languages made a condition of graduation. An extended course in mathematics is not required.

CLAFLIN UNIVERSITY.

This institution is designed for the education of colored youth of both sexes. It occupies a large and commodious building. It was purchased not long since by Rev. A. Webster, D. D., president, and the late Rev. T. W. Lewis, of Charleston, through whose joint labors it assumed its present proportions. Its name was given in honor of the Hon. Lee Claflin, of Massachusetts, who contributed largely to its purchase.

The university comprises four departments: 1. The college proper, with the usual four years' course of college studies. 2. The normal department, for the training of teachers of both sexes. 3. The Baker Theological Institute, which was removed from Charleston to the university. 4. The preparatory department.

The university buildings contain 56 rooms, and will accommodate 200 scholars. No charge is made for tuition, room-rent, or lectures, but a tax of 10 cents a week is required of each student for incidental expenses. Board is provided at the rate of $2 a week.

The leading men in South Carolina favorable to education and equal rights have, without exception, commended this enterprise. His excellency Governor R. K. Scott, who is one of the trustees, headed the subscription for the purchase with $500. Senator Sawyer and others have subscribed generously.

FURMAN UNIVERSITY.

This university comprises seven distinct schools. Students are allowed entire freedom in the selection of their schools; and the schools are so arranged as to enable the student to pursue to the best advantage any particular course he may select, and to whatever extent he may desire. No limit of time is fixed for the completion of a course of study. The usual college degrees are conferred; also the degree of "proficient," in the several schools.

SOUTHERN BAPTIST THEOLOGICAL SEMINARY.

The seminary was established by general co-operation of Southern Baptists, with the design of furnishing such theological education as is needed by Baptist ministers. The course of instruction is divided into eight schools, comprising eleven departments. The course in each school is completed in one year, except Hebrew and Greek. A full course occupies from three to four years. Tuition and lodging are free. The library formerly belonging to the theological department of Furman University was transferred to this seminary.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 South Carolina was the twenty-second State in population, having 705,606 inhabitants within an area of 34,000 square miles, an average of 20.75 persons to the square mile. This population consisted of 289,667 whites, 415,814 colored, 124 Indians, and 1 Chinese. Of these 697,532 were natives of the United States and 8,074 were foreign-born. Of the native residents 270,301 whites, 408,285 colored, and 122 Indians were born within its borders, while of the foreign residents 2,754 were born in Germany, 617 in England, and 3,262 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 41,569 persons attended school, and of these 50 were foreign-born. Of the 24,692 white scholars 12,731 were males and 11,961 females. Of the 16,873 colored pupils 8,339 were males and 8,534 females; 4 male Indians were also reported.

Illiteracy.—There were 290,379 inhabitants of all races, 10 years old and over, unable to write, and of these 653 were foreign-born.

Age and sex of illiterates.—Of the 55,167 white illiterates 13,674 were from 10 to 15 years old, and of these 7,299 were males and 6,375 females; 11,102 were from 15 to 21 years old, of whom 5,411 were males and 5,691 females; 30,391 were 21 years old and over, of whom 12,490 were males and 17,901 females. Of the 235,164 colored illiterates 40,805 were from 10 to 15 years old, and of these 20,887 were males and 19,918 females; 45,605 were from 15 to 21 years old; of these 20,329 were males and 25,276 females; 148,754 were 21 years old and over, of whom 70,830 were males and 77,924 females; 48 illiterate Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 750, having 1,103 teachers, of whom 620 were males and 483 females, to educate their 38,249 pupils, of whom 17,397 were males and 20,852 females.

Amount and source of educational income.—The total income of all the educational institutions was $577,953, of which $51,506 were derived from endowment; $282,973 from taxation and public funds, and $243,474 from tuition and other sources.

Public schools.—The 581 public schools, with 781 teachers, (429 males and 352 females,) were attended by 31,362 pupils, of whom 13,682 were males and 17,680 females. To educate these they had a total income of $279,723, of which $270,423 were derived from taxation and public funds, and 9,300 from tuition and other sources.

Colleges.—The 9 colleges, with 58 teachers, (40 males and 18 females,) were attended by 755 pupils, of whom 480 were males and 275 females. They had a total income of $54,800, of which $16,000 were derived from endowments, $4,500 from taxation and public funds, and $34,300 from tuition and other sources.

Academies.—The 17 academies, with 46 teachers, of whom 30 were males and 16 females, had an attendance of 1,154 pupils, (650 males and 504 females,) and a total income of $72,825, of which $15,000 were derived from endowment, $50 from taxation and public funds, and $57,775 from tuition and other sources.

Private schools.—The 132 day and boarding schools had 163 teachers, (83 males and 80 females,) and were attended by 3,966 pupils, of whom 1,798 were males and 2,168 females. They had an income of $68,040, derived from tuition and other sources.

Libraries.—There were 741 public libraries in the State, with 149,224 volumes; also, 922 private libraries, with 397,020 volumes; making in all 1,663 libraries, containing 546,244 volumes.

The press.—The 55 periodicals had an aggregate circulation of 80,900 copies, and an aggregate annual issue of 8,901,400 copies.

Churches.—Of the 1,457 church organizations 1,308 had edifices, with 491,425 sittings, and the church property was valued at $3,276,982.

Pauperism.—Of the 2,071 paupers, 888 were native whites, 1,106 native colored, and 77 foreigners.

Crime.—Of 732 persons in prison June 1, 1870, 130 were native whites, 584 native colored, and 18 foreign-born; 1,399 persons were convicted during the year.

Age and sex of population.—Of the total population 233,915 were from 5 to 18 years old, of whom 118,509 were males and 115,406 females; 503,763 were 10 years old and over, of whom 241,492 were males and 262,271 females.

Occupations.—Two hundred and sixty-three thousand three hundred and one persons of these ages were engaged in various occupations, of whom 182,355 were males and 80,946 females; 206,654 persons were engaged in agricultural pursuits, of whom 147,708 were males and 58,946 females; 34,383 in personal and professional services, of whom 15,526 were males and 18,857 females; 8,470 in trade and transportation, of whom 8,250 were males and 220 females; 13,794 in manufactures and mechanical and mining industries, of whom 10,871 were males and 2,923 females.

Age and sex of working population.—Of the 263,301 employed persons 30,414 were from 10 to 15 years old, of whom 18,968 were males and 11,446 females; 214,414 were from 16 to 59 years old, and of these 148,719 were males and 65,695 females; 18,473 were 60 years old and over, of whom 14,668 were males and 3,805 females.

SCHOOL OFFICIALS.

Hon. J. K. JILLSON, *State superintendent of education, Columbia.*

COUNTY SCHOOL COMMISSIONERS.

County.	Name.	Post-office address.
Abbeville	William Pressly	Abbeville C. H.
Aiken	John Gardner	Hamburgh.
Anderson	Thomas P. Benson	Anderson C. H.
Barnwell	Abraham Middleton	Blackville.
Beaufort	T. E. Miller	Beaufort.
Charleston	B. H. Hoyt	Charleston.
Chester	Dublin J. Walker	Chester C. H.
Chesterfield	W. L. T. Prince	Chesterfield C. H.
Clarendon	L. A. Benton	Wright's Bluff.
Colleton	E. D. Holmes	Walterborough.
Darlington	Joshua E. Wilson	Florence.
Edgefield	George A. Morgan	Edgefield C. H.
Fairfield	William J. Crawford	Winnsborough.
Georgetown	S. B. Gipson	Georgetown C. H.
Greenville	James H. Taylor	Greenville C. H.
Horry	Daniel Lewis	Conwayborough.
Kershaw	Frank Carter	Camden.
Lancaster	M. J. Shaver	Lancaster C. H.
Laurens	Pratt S. Suber	Laurens C. H.
Lexington	A. D. Haltiwanger	Lexington C. H.
Marion	Mitchell K. Holloway	Marion C. H.
Marlborough	Frank S. Hoyle	Bennettsville.
Newberry	Munson S. Long	Newberry C. H.
Oconee	Thomas L. Lewis	Perryville.
Orangeburgh	Francis R. McKinlay	Orangeburgh C. H.
Pickens	D. F. Bradley	Pickens C. H.
Richland	D. Salmond	Columbia.
Spartanburgh	W. H. Richardson	Spartanburgh C. H.
Sumter	J. N. Corbett	Sumter C. H.
Union	W. H. Norman	Cross Keys.
Williamsburgh	Henry H. Monyon	Kingstree.
York	C. A. King	Yorkville.

TENNESSEE.

[From reports of Hon. William Morrow, state superintendent of instruction, and of J. B. Killebrew, assistant superintendent.]

CONDITION OF EDUCATIONAL INTERESTS.

The facts presented in the following report bring before the general assembly the question whether it is not the duty of that body to impose a specific tax for school purposes. Less than thirty counties in the State have levied a tax for school purposes. In the remainder no action whatever has been taken by the county courts. Very few counties have schools at present in operation, and a degree of languor and inaction prevails throughout the State that bodes anything but good to our educational interests.

ILLITERACY.

Facts developed by the census and prison statistics form a startling comment upon our educational condition, and offer a warning which we shall do well to heed. From the ninth census it appears that the number of illiterate persons in the State of Tennessee, 10 years old and over, is 364,668, of whom 138,955 are between the ages of 10 and 21; the remainder, 225,713, are 21 and over. Of the adults there are of white males 37,713; colored, 55,927; aggregating 93,640 male adults unable to read and write; yet whose votes are as potential for good or evil as those of the wisest men in the State. The total vote at the last election was 120,479, and ignorance cast 93,640 of them. There are in the State, of white women 68,825, of colored women 63,248, who can neither read nor write, making in all of illiterate women, 132,073. There are also in the State, of white children between the ages of 10 and 21, 72,189, and of colored children of the same ages, 66,766, who can neither read nor write.

INCREASE OF ILLITERACY.

Another lamentable fact deducible from the census is, that while the white population has increased but 13 per cent., the increase in the number of white illiterates has been 50 per cent. The number of illiterates among the adults has increased from 71,114 to 106,538. And this illiteracy is to-day increasing in a still greater ratio.

IGNORANCE AND CRIME.

The prison statistics of the State are significant. There are now in the penitentiary 768 persons, of whom 668 can neither read nor write. Of the remaining 100, reported educated, one-half only read and write, and about five have been liberally educated. It has been estimated that the loss to the State by these 768 unproductive persons is $440 for each one annually, aggregating a sum which would educate in public schools six times the number of inmates. It is easier and less costly to prevent crime than to punish it.

The amount paid out of the State treasury for the conviction and prosecution of criminals for the year ended October 1, 1871, was $171,542.76. In this is not included damage to property, nor loss of life, nor the extra police force demanded. It is a great responsibility to levy a tax to make useful men and women instead of criminals and paupers of the children of our State; it is a still greater responsibility not to do it.

NECESSITY OF PUBLIC SCHOOLS.

One reason that should arouse our people to the necessity of establishing a good system of public schools is, that without it an industrious, intelligent, and energetic population will not be induced to settle upon its surplus lands. Out of 29,000,000 acres of land in the State, only a little over 6,000,000 are under cultivation. The remaining 23,000,000 are lying idle, contributing nothing to the State, and will hang a dead weight upon its prosperity until they can be tilled and occupied by industrious, intelligent citizens. But such will not settle in a State that offers no facilities for education. An intelligent laborer will annually add, on an average, at least 25 per cent. more to the wealth of the State than an ignorant one. Statistics show that one person in the rigorous climate and poor soil of Massachusetts makes nearly three times as much as one in the rich fields and genial climate of Tennessee.

PREJUDICES TO BE OVERCOME.

The greatest obstacle to be overcome in the establishment of a system of public instruction is the inherited idea that education should be left to private enterprise, and

that property should not be taxed to educate those without means. There is also in some localities a strong feeling against levying a school-tax, because the negroes will share its benefits. Public schools are unpopular also because they have been so inefficient.

SCHOOL LEGISLATION.

The constant changes made in the system by our legislative bodies have created in the public mind a sense of their instability and inefficiency; and the parsimonious appropriations have just been sufficient to interfere with, and, in a measure, break down, all private enterprises. If the educational bill introduced into Congress shall become a law, Tennessee will receive, under that act, about $130,000, which, with the interest on the school-fund of $1,500,000, and the sum realized from other sources, will, if supplemented by a small tax, enable the State to maintain a very respectable school system. What is most needed now is unity of action, a livelier interest in educational matters, a larger amount of energy in the school system, and more frequent and reliable statistics from each county. The meagerness of reports is sufficient proof that some other method should be devised to collect the scholastic statistics of the counties

COUNTY REPORTS.

The whole number of counties in the State is 92, from 81 of which reports have been received; in most cases meager, indefinite, unsatisfactory, and discouraging in every particular.

So far as can be gathered from these reports a school tax has been levied or voted in 37 counties, but sometimes insufficient to accomplish any object. In 44 counties the tax has been voted down or the subject utterly ignored. Commissioners have been appointed in a whole or part of the districts of 54 counties, but these are frequently reported as taking no interest in the matter, and occasionally as resigning or refusing to serve, while in 27 counties no commissioners at all have been elected. Only in 24 counties are schools of any sort reported in existence, and these not in every case free or even public; even when public they seem to be limited to white children. In 32 counties it is definitely stated that there are no schools, and in the remainder it is inferred that this is the case, there being usually no tax and no commissioners. In a few instances schools have been suspended and are to be resumed as soon as convenient or possible. Where schools are taught it is generally for but a short period, sometimes even limited to from one to two months of the year. Only in one county are the schools reported as in a really prosperous condition, and only in two or three counties is the prospect at all hopeful for improvement.

PEABODY FUND.

The agent of the fund reports as follows:

"On the 19th of December last the State teachers' association addressed to me a communication containing the following passages: 'We deem it of the utmost importance that at this juncture an efficient agent should canvass the State and arouse the various counties to action under the present school law. We would respectfully request your consideration of the propriety of appropriating $1,500, during the year 1872, toward the support of such an agent, to co-operate with the treasurer, who is, *ex officio*, superintendent, and to work under the immediate supervision of the officers and executive committee of the State teachers' association. We are satisfied that in no other way can this amount of money accomplish equal good to the cause of education in this State.'

"This recommendation was finally agreed to, not only on account of its intrinsic merits, but because the resident member of our board of trustees is the president of the association. To guard against any misapplication of the money contributed by us, it was placed at the disposal of our associate above referred to, with the request that he would make such an arrangement with the teachers' association as would, in his judgment, accomplish the greatest amount of good."

An agent was appointed who, in January, was made assistant superintendent of public instruction, which circumstance is itself the best evidence of the wisdom of the course pursued. In March last he made a most valuable report, which was published by authority, for the purpose of being circulated in the State. He says that "The system as it at present exists is utterly devoid of vitality." "Less than thirty counties have levied a tax for school purposes, and in the remainder no action has been taken by the county courts."

The assistance rendered from the fund is as follows: Knoxville, $2,000; thirteenth civil district, Davidson County, $1,000; Jonesborough, $1,000; Greenville, $1,000; Lookout Mountain normal school, $1,000; Fisk University colored normal school, $800; Edgefield, $800. The understanding with this town was that the assistance should end with

last year, but an unexpected deficiency of school funds occurring, it was considered expedient to make another donation. Four places received donations of $600 each, one of $500, ten of $450 each, thirty-four of $300 each, and one of $200; making a total of $25,400. Reports received from most of these schools give very favorable accounts of their success. Many of them have been held in college or academy buildings, and instructed by a higher order of teachers than is common in the public schools.

ADDRESS BEFORE THE TEACHERS' ASSOCIATION.

At the meeting of the Tennessee Central Teachers' Association, at Murfreesborough, in August, Dr. William Shelton delivered an address upon the relation of public schools to the welfare of the State. He considered the subject especially in its bearing on the present condition of the people of Tennessee. "Tennessee is now trying to adapt herself to the changed circumstances in which she is placed, so as to bring good for her people out of the evil she has suffered." As the great means of securing prosperity, he urged popular education. He maintained that the true principles of political economy demand the education of every child in the State.

"A common-school education for all the children of Tennessee is absolutely indispensable: 1. As a means of increasing our population. Our sources of wealth lie unimproved for the want of population; and immigrants are unwilling to settle in a State where they can not educate their children. 2. As a means of preventing crime. The vast majority of our criminals are men of no education; 87 per cent. of the inmates of the penitentiary in Nashville can not read or write. If the State can diminish the amount of crime by furnishing the means of education to her people, true State policy requires that she shall expend a few thousands to prevent what it requires many thousands to punish. 3. As a means of utilizing labor. Capacity for useful labor is so much productive capital; and as the State increases the capacity of her laborers by educating them, she increases in the same proportion the productive capital of her people. 4. As a means of protecting property. If the people had intelligence enough to make them good citizens, property would be rendered more secure and its value thereby increased. Is it not then the duty of the State, by an efficient system of public schools, to augment the intelligence of the next generation? And if property receives such advantages from the public schools, is it not just and fair that property should be taxed for their support? 5. As a means of perpetuating our free, democratic institutions. An ignorant and degraded people are incapable of governing themselves. The doctrine of universal suffrage, without general education, will inevitably lead to anarchy, and finally to despotism. If we would preserve our free institutions we must educate our people.

"Our legislators plead our impoverished treasury as an unanswerable argument against establishing an efficient system of public schools. They shrink from the idea of increased taxation. They are afraid the people will not bear the necessary tax. The people are willing to bear any tax that they are convinced is necessary to secure their own advantage." "They have been opposed to taxation for public schools, because the taxation is not great enough to make the public schools efficient. They ought not to be taxed for an object that is never received. Let there be an adequate taxation for public schools, or else let public schools be abandoned." "The school-tax need not be very high, no higher than is necessary to put the educational interests of the counties under the supervision of the State, and also to enable the State to make such appropriations to the counties as will induce them to tax themselves. According to the educational bill passed by the last Congress, Tennessee will be entitled to about $130,000. This, added to the other sources of income to the State for educational purposes, will diminish the amount of taxation for public instruction; so that by a moderate increase in the present rate of taxation, the legislature may do all that is necessary to make our system of public schools efficient." "This will be the most important question that will come before the next legislature. It is earnestly to be hoped that they will lift themselves high enough above mere partisan aims to take the responsibility of doing what they know is for the good of the people."

MEMPHIS.

CONDITION OF SCHOOLS.

The growing popularity of the schools is plainly indicated by the demand for increased accommodations. Commencing in September with 42 rooms, the requirements of the schools rendered it necessary to increase the number to 48. The presence of sickness of various types has militated seriously against the attendance and strength of the schools, but in other respects their condition is in the highest degree satisfactory. The closing exercises of the schools were very creditable.

At the commencement of the session the colored schools required the services of only 8 teachers; but as the season advanced the number had to be increased to 12. It has

been a difficult matter to provide suitable teachers for these schools. The attendance is variable and unsatisfactory.

The per cent. of attendance has been in white schools, 88.04; in colored schools, 80.43. Per cent. of tardiness in white schools, 2.89; in colored schools, 5.18. Cost of maintaining white schools, based on enrollment, $25.94; based on attendance, $28.24. Cost of maintaining colored schools, based on enrollment, $20.86; based on attendance, $22.52.

SCHOOL BUILDINGS.

During the year a new school building has been completed, at a cost (including furniture and lot) of $81,500. It contains 12 rooms, each provided with accommodations for 60 pupils. The Peabody building is approaching completion, and will probably be ready for use in September. It will afford sittings for 480 pupils. Cost of building, $30,000.

NASHVILLE.

CONDITION OF SCHOOLS.

In consequence of the reduction of the school age from 21 to 18, the scholastic population is 1,456 less than last year, but the total enrollment is about the same. The per cent. of attendance on number belonging is 95⅓ against 93 last year, and on total enrollment it is 66¼ against 61. The per cent. of attendance on number belonging is, in white schools, 95.7, and in colored, 93.7; on total enrollment, it is 71 in the former and only 51 in the latter. The per cent. of tardiness of the colored schools is four times as great as that of the white schools. They have, however, made a much better record this year than last.

SCHOOL BUILDINGS.

No funds have been placed at the disposal of the board of education since 1865 for providing buildings to accommodate the increasing number of children. Two government buildings, patched up for temporary purposes, have become utterly worn out, and the city should, within the next year, provide better accommodations for the 400 children now most uncomfortably housed in them. A special tax, sufficient to raise $25,000, is recommended for this purpose. The other school buildings are in good order.

BRANCHES OF STUDY.

During the past session the study of German has been added to the high-school course. By enactment of the city council, it will be introduced next term into the grammar schools. It is recommended that steps be taken to provide for the systematic teaching of drawing and music.

ADDRESS OF HON. WILLIAM H. STEPHENS BEFORE THE UNIVERSITY OF NASHVILLE.

The annual address before the alumni society of the University of Nashville was delivered by Hon. William H. Stephens, of Memphis, Tennessee. His theme was, "Tennessee, and the duty of her educated sons."

While endeavoring to strengthen the feeling of attachment to the State, he should aim at the same time and by the same means to awaken a deeper interest in behalf of her eldest daughter, the University of Nashville. He sketched briefly the history of the university. The first settlement on the Cumberland was only six years old when, in 1785, its inhabitants procured from the legislature of North Carolina the charter of an academy. This was the first incorporated seminary of learning in the valley of the Mississippi. In 1806 the academy was raised to the rank of Cumberland College, and in 1826 to that of the University of Nashville. Nine years after the creation of this academy, the legislature, in 1794, incorporated Blount College, at Knoxville, now the University of East Tennessee; and at the same session, Greene College, in Greene County; and in 1795, Washington College, in Washington County.

What is the duty, he asked, of educated men toward this university, which is so closely connected with the fortunes of the State, and which should exert so great an influence? He deprecated the general feeling of indifference. In New England, college commencements are subjects of general attention and interest. But when the central university of Tennessee assembles her children to take counsel for the promotion of education in the State, the fact is scarcely known by the mass of the people, and where known excites little or no interest.

Much of the blame of this lies at the door of the educated class of Tennessee. No one feels called upon to speak a word in behalf of our own schools, or to demonstrate the advantages of sustaining within our borders at least one complete university. "Yet it is

undoubtedly the duty of every citizen to endeavor, according to his ability, to make our schools and colleges as useful, as successful, and as perfect as those of any other State. Viewed in the light of a mere business transaction, such a consummation would save to the State a fund sufficient to give a gratuitous English education to every indigent child within her limits. "It would cheapen every branch of education, and would save millions to our overburdened people." "Moreover, as a question of wise political economy, it must be granted that the great body of our young men who seek a collegiate education, poor as well as rich, should have the opportunity of being trained together at the same university, so as to measure strength with each other, and to learn by actual contact and intercourse that in this free land there is no other aristocracy than that of individual merit and personal accomplishments."

There is no cause which renders it impossible to maintain in the city of Nashville a university of the highest order of excellence. "The cause of the university is the cause of the State. The prosperity of the one is the prosperity of the other. The university has already emerged from her dim twilight, and, with her 400 students, stands forth in conscious strength. And in regard to the State, it is permitted to us, in the exercise of a reasonable hope, to anticipate the speedy coming of a brighter day."

The number of graduates from the university since 1813 is as follows: In 1816, 1857, and 1871, 2; 1814, 1854, 1858, and 1862, 3; 1855 and 1859, 5; 1813, 1815, 1829, and 1856, 7; 1830 and 1860, 8; 1832 and 1851, 9; 1826 and 1834, 10; 1852 and 1861, 11; 1827 and 1837, 12; 1853, 13; 1842 and 1850, 14; 1828, 1833, and 1840, 16; 1836, 1843, 1846, and 1849, 18; 1835 and 1838, 20; 1839, 1847, and 1848, 21; 1831 and 1845, 22; 1841, 23; 1844, 25. Whole number of graduates from 1813 to 1871, 512. For eight years—1863 to 1870, inclusive—there were no graduates.

LOOKOUT MOUNTAIN EDUCATIONAL INSTITUTION.

The school at Lookout Mountain was closed at the expiration of the academic year, June, 1872, and, in place of the usual annual report, there is presented a brief sketch of its origin, history, and the causes of its discontinuance:

Early in the year 1865, Mr. C. R. Robert, of New York, conceived the plan of establishing a school of high character at some central, accessible point in the South. Several gentlemen, at nearly the same time, independently of each other, were found to be interested in such a project. The plan contemplated a school open to both sexes, under the most approved modern methods of instruction, with accessories inviting to persons of refinement, yet at a cost not beyond the reach of pupils dependent upon their own exertions. State patronage, with its political complications; a partisan bias, with its sectional prejudices; a sectarian control, with its incidental exclusiveness; were to be equally avoided. Dependence upon local patronage would give a local character and tone to the school, while the association of minds of both sexes from a wide range of society was regarded as the best condition of a truly liberal education. The growing tendency to a superficial and merely ornamental education was to be firmly resisted.

The summit of Lookout Mountain was selected as a site combining the best advantages. A tract of land, more than two hundred acres in extent, about five miles from Chattanooga, elevated two thousand feet above the sea-level, with fine building-stone near by, was purchased, as were also the buildings erected thereon by the Government. Parts of these buildings were finished and fitted up for school purposes, with accommodations for eighty pupils, the resident officers and their families, at an expense of over $40,000. A charter from the legislature of Tennessee conferred university privileges, and a name was adopted which would cover whatever departments the future of the institution might demand. The school opened May 15, 1866. The whole number of pupils received was 953, averaging 80 per half-year, with an average of five teachers.

Private gifts of the founder and others, an annual appropriation for the last three years from the Peabody fund, in connection with the normal department, together with certain benevolent and educational society funds, amounting in all to several thousand dollars, have been distributed to students needing assistance. Many of the students are proving their education in the higher institutions, in the professions, and in practical life. A number have begun their preparation for the ministry, and some are already in the field.

It had been the aim of the founder, as soon as the institution should be well organized and placed on a sound financial basis, to transfer it to a board of trust, who would conduct it after the original design. Several causes have combined to defeat this intention. Neither the men nor the money could be secured. Protracted and vexatious litigation has prevented the accumulation of endowments and the erection of permanent buildings. For these reasons Mr. Robert has felt constrained to close the school, sell the property, and transmit the proceeds to the trustees of the Robert College, Constantinople. It is believed that a concentration of funds and effort upon this institution will secure larger results than the separate maintenance of both. The officers, in closing their connection with the Lookout Mountain school, express the belief that its career, though short, has been honorable, and its influence good, wide-spread, and lasting.

FREEDMEN'S NORMAL INSTITUTE.

This institution is the result of a convention held in December, 1871, by the colored citizens of East Tennessee, at the instance of Professor Yardley Warner, of Germantown, Pennsylvania.

Resolutions were offered by several colored men present. The most important of these were carried by an overwhelming majority, and were to the effect that—

1st. The colored people of East Tennessee would have, Providence favoring the enterprise, a teachers' training school, so conducted as to enable those unable otherwise to procure boarding, and to liquidate other contingent expenses, to do so at the expense of the labor of their hands, while at the institution and under instruction.

2d. That the institution should be exclusively for the benefit of the freedmen, and therefore should be called "The Freedmen's Normal Institute of East Tennessee."

Over $300 were subscribed at the convention, and many white persons of East Tennessee have also offered subscriptions. In all, $14,000 have been subscribed, of which nearly $8,000 have been paid in. Liberal subscriptions have been made by some friends in Philadelphia. Aid has also been received from New York, Rhode Island, New Jersey, Ohio, Delaware, Indiana, and England. The subscription of the colored people has reached the amount of $2,300.

With this subscription list before him, and at the earnest desire of the colored people to commence the work, Professor Warner had plans and specifications prepared for a suitable building, 120 feet long, 36 feet wide, two stories high, with a basement.

Thirty acres of land, suitably situated near Maryville, the county-seat of Blount County, were purchased, at a cost of $1,000, and deed taken in the name of the trustees of Indiana Yearly Meeting. A barn, 40 by 50, has been built, and 500,000 bricks have been made. The corner-stone of the building was laid August 29, 1872, and it is fairly under way. The whole cost is estimated at $12,000, and is to be completed by February or March. It is built to accommodate 60 or 70 normal students and 200 day scholars.

After it is completed it is to be conducted by a board of managers, mostly selected from citizens of that vicinity. Great enthusiasm is felt by the colored people in the enterprise. They have done most of the work. All the workmen enter into an obligation to avoid profanity and intemperance.

A circulating library of 400 volumes has been placed in the Maryville institute, for the use of the public; and it is estimated that, through the liberality of several book-publishers and friends in Philadelphia, nearly $4,000 worth of school and other books have been gratuitously distributed within the past two years in East Tennessee.

A monthly newspaper, the Maryville Monitor, is published in the interest of the freedmen, education, and religion, and is found to accomplish much good.

The whole expenditure, up to September 17, is reported to be $7,217.33.

The interest in this work is not confined to any particular religious creed or political faith; all have entered into the work with heart and soul.

UNIVERSITY OF NASHVILLE.

This institution dates its origin more than ten years anterior to the birth of the State of Tennessee, having been founded, incorporated, and endowed in 1785, under the name of Davidson Academy. The collegiate department embraces nine distinct schools. Each student may select the schools he will attend, but must attend at least three. The medical department is rapidly regaining the position it held before the war. The class of last session was the largest for several years. The military department is in successful operation.

MONTGOMERY BELL ACADEMY.

This is the preparatory school of the university, and had its origin in the benevolent bequest of a late citizen of Tennessee, whose name it bears. It annually supplies gratuitous instruction for 25 students from four counties of the State.

It consists of a high school and grammar school, each having a three years' course. The school aims to prepare young men for business as well as for college.

EAST TENNESSEE UNIVERSITY AND STATE AGRICULTURAL COLLEGE.

The proceeds of the sale of land scrip which fell to the share of the State of Tennessee were appropriated to East Tennessee University, and in 1869 a college of agriculture and the mechanic arts was established. The work has been prosecuted in the face of unexpected difficulties, resulting especially from the delay in the payment of accrued interest on bonds constituting the endowment. These obstacles have been to a considerable extent removed, and the success of the enterprise is certain, if it only has the hearty and generous co-operation of the legislature and the people.

The standard of attainments for admission to the agricultural and mechanical courses has heretofore been considerably lower than for admission to the classical course. In the incipient stages of the departments this has seemed an unavoidable evil. The faculty are, however, of the opinion that the scientific courses should be such that students completing them shall have gone through as thorough a course of study as those who graduate from the classical course. The requirements for admission to these two will, therefore, be raised materially. A preparatory department is connected with the university. The college is under military discipline.

FISK UNIVERSITY.

In January, 1866, the American Missionary Association and Western Freedmen's Aid Commission founded in Nashville, Tennessee, the Fisk School. In August, 1867, a charter, as Fisk University, was secured, and the academic and normal departments were opened the following September. In June, 1871, a college course was established and a class admitted.

The courses of study already established are the college, the college preparatory, the theological, the higher normal, and the common-school normal. Other courses, including medicine and law, will be added as may be required. A model school is connected with the normal school. Students in the normal and preparatory courses are required to take book-keeping. The graduates of the normal school have, as a rule, obtained good positions as teachers. The demand for them is in excess of the supply.

The great wants of the institution are permanent and commodious buildings on a permanent site, and endowments. At present the salaries of its teachers, as well as its current expenses beyond its income, are paid by the American Missionary Association. Without a permanent fund, from which a continual income is obtained, it can not rest on a solid basis. The trustees of the Peabody fund have for some time past given aid to needy and worthy students preparing themselves for teaching. It is expected that this will continue.

The Jubilee Singers have, by concerts given during the year, raised the sum of $20,000 toward the erection of a building to be called "Jubilee Hall."

The privileges of the university are offered alike, without distinction of race or sex. Students may defray a portion of their expenses by labor in the city or institution.

CUMBERLAND UNIVERSITY.

This comprises the following departments: Collegiate, theological, law, medical, a commercial school and an engineering school. Several courses of elective studies are provided. The course in the law school has been condensed so as to allow gentlemen to graduate in two sessions of five months each. The medical department, located in Memphis, became a branch of the university in 1871.

Camp Blake, an institution organized in connection with the theological department, in September, 1868, for the gratuitous instruction of candidates for the Presbyterian ministry, continues in successful operation.

WEST TENNESSEE COLLEGE.

This comprehends four departments of study, each complete in itself, and furnishing together, by easy transition, a consecutive course of 10 years; the primary school, the grammar school, the academy, and the college. An elective course is permitted. Students pledging themselves to teach for five years after graduation receive tuition free. The college is under military discipline.

KING COLLEGE.

This college has only been in operation three years. Of the 11 graduates sent forth, 10 are engaged in the work of the ministry. The course of study prescribed is equal to that of the best colleges. One professorship has been endowed by Holden Presbytery with $25,000, the interest of which alone is to be used. Two other presbyteries have engaged to raise a like amount. These presbyteries will be entitled to nominate the men who shall fill the chairs which they endow.

MARYVILLE COLLEGE.

This was founded in 1819 by the Rev. Isaac Anderson, D. D., who was its president for thirty-eight years. The college was in continuous operation from its beginning up to the spring of 1861, when its work was suspended by the war, but resumed again in 1866. More than 120 of its graduates are in the profession of the ministry.

Its work has been accomplished with very limited means. Young ladies are admitted to all the classes in the college.

EAST TENNESSEE WESLEYAN UNIVERSITY.

The course of study comprises classical, scientific, and preparatory departments. A normal school for the training of teachers will be opened whenever a sufficient number of students apply to justify the additional expense.

The institution is open to both sexes.

MARY SHARP COLLEGE.

In the work of giving to women a truly liberal education, this college claims to be a pioneer. At the time of its foundation it is believed there was no school in existence which offered to women a course of study so nearly commensurate with that of colleges for young men, as was then, and still is, insisted upon at this institution, in order to obtain the honors of the college. More than 100 graduates of the college are now engaged in teaching. The institution is sustained without endowments.

TENNESSEE TEACHERS' ASSOCIATION.

At the meeting of the Tennessee Teachers' Association, Hon. James Whitworth presiding, an interesting debate upon "Normal schools" followed a lecture on this subject by Professor B. W. McDonald, of Cumberland University. General E. Kirby Smith thought good normal schools constituted the basis of every system of public instruction. Captain Donelson, superintendent of the public schools of Davidson County, reported 83 schools, 60 white and 23 colored, in operation in the county.

The committee on the school fund reported that the fund originally amounted to $1,500,000, from which accrued annually $100,000, which were annually appropriated for common schools until and including 1861; and that, as there had been no interest paid since that date, there was now an amount of $900,000 of accrued interest, which, by the constitution, should be appropriated to the superintendent of common schools.

A committee of five was appointed to report some feasible plan whereby Tennessee might secure the advantages of normal schools.

Professor A. L. Mint gave an address on "The necessity of the professional teacher," and was followed by Professor Baldwin, who thought teachers should have as much liberty accorded to them as is allowed to the profession of law or medicine. On motion of Professor Baldwin, a resolution was adopted for appointing a committee of three members of the association, who are actually engaged in teaching in public schools, to consider what legislation, if any, is needed to protect the rights of teachers, and report at the next annual meeting.

At the closing session, addresses were given by Professor McDonald, who claimed that Tennessee could educate her youth more economically in public than in private schools; and by Professor Baldwin, who extolled the work of education as equal to any other in importance; he expected, by training youth in his school for the responsible duties of citizens, to aid the State in all enterprises looking to her welfare.

Other addresses were made by Professor A. R. Spence, of Michigan, Professors Phelan and Stobey, and Dr. Stout.

Officers elected: President, Hon. James Whitworth, with a number of vice-presidents, and an executive committee of three.

The next meeting of the association is to be held at Knoxville.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Tennessee was the ninth State in population, having 1,258,520 inhabitants within an area of 45,600 square miles, an average of 27.60 persons to the square mile. This population consisted of 936,119 whites, 322,331 colored, and 70 Indians. Of these, 1,239,204 were natives of the United States, and 19,316 were foreign-born. Of the native residents, 766,997 whites, 260,630 colored, and 26 Indians were born within its borders, while of the foreign residents 4,539 were born in Germany, 2,085 in England, and 8,048 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 120,710 persons attended school, and of these 141 were foreign-born. Of the 110,314 white scholars, 58,524 were males and 51,790 females. Of the 10,391 colored pupils, 4,938 were males and 5,453 females. Five male Indians were also reported.

Illiteracy.—There were 364,697 inhabitants of all races, 10 years old and over, unable to write, and of these 1,742 were foreign-born.

Age and sex of illiterates.—Of the 178,727 white illiterates 38,878 were from 10 to 15 years old, and of these 20,887 were males and 17,991 females; 33,311 were from 15 to 21 years old, and of these 15,962 were males and 17,349 females; 106,538 were 21 years old and over, of whom 37,713 were males and 68,825 females. Of the 185,952 colored illiterates 31,632 were from 10 to 15 years old, and of these 16,407 were males and

15,225 females; 35,134 were from 15 to 21 years old, of whom 16,299 were males and 18,835 females; 119,186 were 21 years old and over, of whom 55,938 were males and 63,248 females. Nine male and 9 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,794, having 3,587 teachers, of whom 2,440 were males and 1,147 females, to educate their 125,831 pupils, of whom 65,979 were males and 59,852 females.

Amount and source of educational income.—The total income of all the educational institutions was $1,650,692, of which $79,100 were derived from endowment, $629,461 from taxation and public funds, and $942,131 from tuition and other sources.

Public schools.—The 1,932 public schools, with 2,141 teachers, 1,579 males and 562 females, were attended by 82,970 pupils, of whom 43,600 were males and 39,370 females. To educate these they possessed a total income of $683,008, of which $1,100 were derived from endowment, $580,416 from taxation and public funds, and $101,492 from other sources.

Colleges.—The 51 colleges, with 225 teachers—140 males and 85 females—had an attendance of 5,579 students, of whom 3,082 were males and 2,497 females. They possessed a total income of $288,950, of which $63,540 were derived from endowment, $4,110 from taxation and public funds, and $221,300 from other sources, including tuition.

Academies.—The 152 academies, with 391 teachers, 208 males and 183 females, were attended by 12,793 pupils, of whom 6,418 were males and 6,375 females. They possessed a total income of $247,485, of which $5,160 were derived from endowment, $6,135 from taxation and public funds, and $236,190 from other sources, including tuition.

Private schools.—The 624 day and boarding schools had 740 teachers, of whom 461 were males and 279 females, and were attended by 22,461 pupils, of whom 11,815 were males and 10,646 females. They possessed an income of $303,215, derived from tuition and other sources.

Libraries.—There were 773 public libraries, containing 204,713 volumes, and 2,732 private libraries, with 597,399 volumes; making in all 3,505 libraries, containing 802,112 volumes.

The press.—The 91 periodicals had an aggregate circulation of 225,952 copies, and an aggregate annual issue of 18,300,844 copies.

Churches.—Of the 3,180 churches 2,842 had edifices, with 878,524 sittings, and the church property was valued at $4,697,675.

Pauperism.—Of the 1,332 paupers 966 were native whites, 314 native colored, and 52 foreign-born.

Crime.—Of 981 persons imprisoned June 1, 1870, 342 persons were native whites, 560 native colored, and 79 foreign-born.

Age and sex of population.—Of the total population 429,592 persons were from 5 to 18 years old, and of these 217,922 were males and 211,670 females; 890,872 were 10 years old and over, of whom 436,154 were males and 454,718 females.

Occupations.—There were 367,987 persons of these ages engaged in various occupations, of whom 322,585 were males and 45,402 females; 267,020 were engaged in agricultural pursuits, of whom 237,953 were males and 19,067 females; 54,396 in personal and professional services, of whom 30,077 were males and 24,319 females; 17,510 in trade and transportation, of whom 17,417 were males and 93 females; 29,061 in mechanical and manufacturing and mining industries, of whom 27,138 were males and 1,923 females.

Age and sex of working population.—Of the 367,987 employed persons 41,456 were from 10 to 15 years old, of whom 34,091 were males and 7,365 females; 303,655 were from 16 to 59 years old, and of these 268,463 were males and 35,192 females; 22,876 were 60 years old and over, of whom 20,031 were males and 2,845 females.

TEXAS.

[From the report of Hon. J. C. De Gress, State superintendent of public instruction, for the fiscal year ended August 31, 1871, and supplementary report to December 10, 1871.]

PERMANENT SCHOOL FUND.

Specie	$1,199 17
United States currency	919 58
Six per cent. bonds of the United States	61,000 00
Five per cent. bonds of the United States	49,000 00
Six per cent. State bonds	320,367 13
Five per cent. State bonds	82,168 82
Six per cent. railroad bonds	1,753,317 00
Total	2,267,971 70

In the above item of "Six per cent. railroad bonds" the amount of $295,800 in bonds of the Houston and Brazoria Railroad Company is included. That road has been sold by the governor for about $130,000, which renders the $295,800 in bonds virtually null. That amount, therefore, is to be taken from the total, and $130,000, the proceeds of the road, added.

AVAILABLE SCHOOL FUND.

The available school fund, liable to appropriation, is declared by the school act to be all interest which has accrued, or may hereafter accrue, to the school funds from railroads or otherwise since March 31, 1870; one-fourth of all the *ad valorem* and occupation taxes assessed since that date, the poll tax, and such other taxes as have been or may be provided by law for the support of public schools. This fund, as shown by comptroller's report, August 31, 1871, is as follows:

Balance on hand in specie	$62,036 62
Balance on hand in currency	74,060 19
Total	136,096 81

SCHOOL APPROPRIATION.

The twelfth legislature, at its first session of 1871, appropriated as follows for the period ended August 31, 1871:

For salary and expenses of superintendent of public instruction	$1,300 00
For salaries of teachers and employés	50,000 00
For stationery, printing, school-books, and apparatus for public schools	10,000 00
Amount of appropriation expended up to August 31, 1871	15,194 59

SCHOOL STATISTICS.

Scholastic population, white males	71,762
Scholastic population, white females	65,536
Scholastic population, colored males	25,636
Scholastic population, colored females	23,961
Total scholastic population, from county returns	191,009
Number upon which apportionment was made from the United States census returns	229,568
Number of pupils in public schools	63,504
Average number of pupils to a school	48
Average appropriation per child	$1.75
Number of teachers	1,578
Number of teachers' certificates issued to December 10, 1871	3,687
Number of graded schools	1,107
Whole number of schools	1,324
Number of school directors in 123 counties	615
Number of school (judicial) districts	35
Number of supervisors of districts	35

INAUGURATION OF A FREE-SCHOOL SYSTEM.

The first annual report of the superintendent of public instruction of the State of Texas contains a statement of the difficulties encountered in the organization of a free-school system. Assuming the responsibilities of his position in May, 1871, he found nothing but a bare office and the educational laws approved April 24, 1871, as the ground-work of a system that required care, caution, and patience in bringing it to a successful working. No records of educational work of the past existed. No approximate estimate, even, could be made of the number of children to be provided for. Prejudice of the most unfounded character existed in many communities against public schools, and unscrupulous persons sought to add to the opposition by misrepresentation. At every step, stubborn opposition has been met from factions opposed to free schools; but, notwithstanding, schools have been opened in nearly every district and are now in operation, and, as if by magic, over 63,000 children have been gathered into these schools, and a corps of teachers, able, efficient, and experienced, been provided, who already report most favorable progress.

SUCCESS OF THE SYSTEM.

The success of the system during the first scholastic term has exceeded the most sanguine expectations. From the workings of the educational law and the rules and regulations adopted by the board of education, the most gratifying results have been experienced. As yet, few of the schools have advanced to anything more than a primary or preparatory system of instruction. High schools and normal schools have yet to be established; but an amount of latent progressive force has been developed among the people of the State that insures complete success for the future, if the proper means are but taken to enlist their sympathies, hopes, and ideas in educational advancement.

SCHOOL LAW.

The governor, in his message to the legislature in January, 1871, recommended the passage of an efficient school law, declaring the law of 1870 impracticable, and to this recommendation, and the knowledge of the inoperativeness of the old law, the State is indebted for the law under which the present system has been established. Until the passage of this act, April 24, 1871, there has not been in the State an educational law free from the most glaring defects. In the present law there are advantages that many States, after years of experience, are just preparing to adopt, "and we know that the fundamental principles of our educational structure are those most approved by educators of experience and ability."

The educational law has undergone some modifications since its passage. Economy suggested some changes; the number of educational districts has been reduced to twelve; a corresponding reduction has been made in the number of supervisors, and the area of country over which each has control is thus considerably extended.

SCHOOL LANDS.

In 1839 three leagues of the public domain were set apart for each county, for school purposes, and in the following year a further donation was made to each county of an additional league. A portion of this land has been sold. The permission to sell was subsequently restricted to lease for a specific period. The number of acres claimed by counties in 1868 aggregated 2,763,072 acres. The convention of 1866 set aside the alternate sections of land reserved from surveys made by railroad companies, so that the land endowment of schools aggregated nearly 5,000,000 acres.

In February, 1858, an act was passed adding to the principal of the school fund the proceeds of all sales of public lands. This act was repealed by the legislature of 1862, to enable them to apply the moneys from sales to war purposes. There was thus diverted from the school fund the amount of $236,579.40. Most of this amount was paid into the treasury in State war warrants or confederate notes, and it is a question whether titles to land thus acquired are valid. The present law gives to the school fund all money that may be realized by the sale of public lands. The report from the Land Office shows the unclaimed public domain to be 91,920,420 acres, and the sales of portions of it in the future will bring a handsome sum to the school fund.

SCHOOL FUND.

This fund, that in 1861 amounted to $2,592,533.14, became during the war the prey of the enemies of the National Government, and every available portion of it was used by them for furthering their treasonable purposes. One million two hundred and eighty-

five thousand three hundred and twenty-seven dollars and five cents of available funds were, from time to time, during the existence of the rebellion, withdrawn from the school fund and expended, most of it under the direction of the military board.

"But fraudulent legislation or corruption can not again reach the heritage that is the endowment of the school fund. A higher law, which shields this fund with national care, has been enacted by Congress, and only through the National Government itself can its permanency hereafter be affected." The "act to admit the State of Texas to representation in the Congress of the United States," approved March 30, 1870, contains these words: "The constitution of Texas shall never be so amended or changed as to deprive any citizen or class of citizens of the United States of the school rights and privileges secured by the constitution of said State."

Out of thirty-seven States Texas ranks seventh in the possession of a large permanent school fund; this now amounts to $2,670,798.12.

SCHOOL TAX.

The collection of the 1 per cent. tax levied in the different counties by the boards of school directors promises to be accompanied by many difficulties. In December, 1871, it was found necessary to pass a law providing that any officer who shall fail to assess and collect such taxes shall be guilty of a misdemeanor.

GRADATION OF SCHOOLS.

The gradation of schools and teachers' pay proved a difficult and delicate matter, but has been so adjusted that every part of the State shares alike in the benefits of the public free schools. Special provision was made for settlements on the frontier, and others, where the population was small in numbers and widely scattered. The minimum number for which a teacher could draw third-class pay was placed at 20 in such settlements, and is a provision far more liberal than that of any other State in the Union.

SCHOOL BUILDINGS.

While nearly every other State of the Union has its public school-houses and colleges that are State or corporation property, Texas had, when this system was inaugurated, not more than one or two, and those of small capacity. It was decided to lease buildings until such time as the State or counties were able to provide for building them. In 386 instances a merely nominal rent of $1 has secured a school-house. "And it is with pride that I thus record the public spirit shown, and the liberality of those who evince their willingness to foster and encourage the educational interests of the State.

"In other communities, where opposition to free schools found a strong foothold, buildings that were for rent have been refused for school purposes; while in others the speculative propensities of lessees have evinced themselves in the high charges made for the use of their buildings."

It is to be regretted that a bill introduced at the last session of the legislature, to provide for the building of school-houses throughout the State, without entailing upon the people burdensome and immediate taxation, did not become a law. The character of buildings leased as school-houses is very poor, lacking space, convenience, furniture, and, what is of greater importance than all, proper ventilation.

SCHOLASTIC TERMS.

The scholastic year has been divided into three terms. The first to commence September 4, and to close December 1. The second term to commence December 11, and close March 19, with a vacation from December 23 to January 2, both days inclusive. Third term to commence April 1 and close June 28. This division gives teachers full opportunities to complete their quarterly reports, and in other ways possesses advantages for both teachers and scholars.

SCHOLASTIC CENSUS.

It is feared that the present law directing the compiling of the scholastic census statistics has proved and will continue to prove inoperative. The returns lack that accuracy so requisite in guiding the distribution of funds to the different counties. Steps should be taken before the next appropriation to have the scholastic census perfected, and such penalties attached as will insure full and accurate returns from every part of the State.

SUPERVISORS.

The employment of thirty-five supervisors was a necessity in the organization of schools, but economy suggested a reduction in number as soon as headway was made in opening schools. The superintendent extends to these supervisors his thanks for their "uniform zeal, ability, and discretion in managing the affairs of their respective districts." Their districts were large, the means of transportation expensive and fatiguing, their duties onerous. Undaunted by any obstacles, they have performed their duties in the most satisfactory manner, and, above all, they are to be complimented for the patience and courtesy with which they have withstood the opposition of the enemies of public schools.

SCHOOL DIRECTORS.

In the matter of selection of school directors much difficulty has been experienced. A commendable spirit has been shown in some counties, by the best citizens accepting the office of school director, which offers no emoluments, but a decided degree of responsibility and considerable labor; but in others sectional feeling has operated to such an extent that it was impossible at first to obtain a sufficient number of citizens to act as a board of directors.

Great difficulty has been experienced in keeping directors to the strict limit of the rules and regulations and the provisions of the circulars of instruction issued from the superintendent's office. This is manifested in an extraordinary degree in the matter of levying the school tax. In some counties board after board of directors have resigned their positions under the pressure of political influence brought to bear by opposing factions, the proceedings of a so-called tax convention at Austin making it a part of their programme to invite the non-payment of this tax. In a State with but a few hundred miles of railroad, the inconveniences of travel, coupled with its expense, operate against the frequent convening of boards of directors. This accounts for much that should have been done in their districts remaining undone.

PRINCIPALS.*

In the second scholastic term approaching, an increase in the number of schools, and consequently of teachers and pupils, can be expected. The reduction of the number of supervisors from thirty-five to twelve may necessitate the employment of principals in our State, which will throw the work of grading schools and making the examination of classes, as prescribed in the law, on them. Teachers, following the law of self-interest, are liable to push scholars beyond their actual capacities in enlarging the first or second classes, so as to draw larger salaries. This evil the employment of principals will remedy, and they will, in this feature alone, be able to save to the State yearly many thousands of dollars—more than sufficient to pay the salaries allotted to them.

EXAMINERS.

The small appropriation made for the purposes of examination rendered it impossible to appoint boards of examiners for each county, and it was decided to appoint traveling boards of examiners, whose powers should extend to several districts. The results of this arrangement have been most happy. Three thousand six hundred and eighty-seven certificates have been issued and 1,337 applicants rejected. The number of examinations is still very large. The certificates issued are chiefly of the second, third, and fourth grades.

TEACHERS.

The teachers selected in the different districts are giving complete satisfaction both to the department and to the parents and guardians of pupils. In some localities they are subject to such persecutions as malice and political bias of opinion can invent.

Owing to the sparse population of some districts, and the distance that some scholars would have to travel to reach the nearest graded school, it has been deemed expedient to authorize a school, or fourth class, in which all the primary branches are taught, and young children can attend without being under the necessity of walking three or four miles. The rate of pay for fourth-class teachers has been fixed at $35 a month, and the selection of such teachers fills a vacancy that was keenly felt in the less populated districts of the frontier and coast counties.

Assistants are also provided for where pupils to the number of fifteen more than the minimum number prescribed for one teacher attend a public school. Their pay is fixed at $1.50 per month for every scholar of the fifteen and over.

---

* The report speaks of the "principal of a county," or of "one or two counties," so this office would seem to correspond with that of "county superintendent" in the Northern States, rather than with that of "principal of a school."

EQUAL COMPENSATION TO MALE AND FEMALE TEACHERS.

In the matter of equal compensation to male and female teachers, Texas has taken a stand that places her in advance of a majority of the States of the Union. The experience of all States has proved that as educators women are fully as efficient as men; in the matter of primary education they are far preferable. There is no shadow of reason why a faithful and competent female teacher, subject to the same expenses as a male teacher in supporting herself, should be wronged by an act of partiality in the important consideration of pay. The drawing of lines of distinction is simply a relic of barbarism.

TEACHERS' CONVENTIONS.

The superintendent urges the importance of holding teachers' conventions, especially in a State where, for want of a system of normal schools, the most approved methods of teaching can not receive such attention as they otherwise would. It is suggested that such a convention be called by the board of education.

TEXT-BOOKS.

The text-books adopted by the board of education are giving universal satisfaction and are rapidly being introduced into the schools of the State. In the introduction of a uniform system of school-books, the State has been saved the annoyances which result from leaving the selection of these to the counties. Scholars who, by change of residence, are transferred from one school to another, find the same texts, treated in the same familiar way, and are able to go on with their studies without mastering new definitions. In the matter of economy the saving to the people is immense.

LANGUAGES IN SCHOOLS.

The large proportion of citizens of German and Spanish birth and descent in the State rendered necessary the introduction of a rule providing for instruction in the French, Spanish, and German languages. Under its provisions teachers are permitted to teach these languages in the public schools, provided the time so occupied shall not exceed two hours each day. This provision has met with much favor throughout the State, as it brings children of scholastic age, of foreign birth or descent, into the public schools, while otherwise they would be subject to the expense of supporting private schools. Great difficulty is experienced in finding teachers fully conversant with these languages, and at the same time up to the required standard in other branches. What few are found deem themselves entitled to extra remuneration for instruction in languages, which, in view of the liberal provision already made for teachers, the superintendent has not felt at liberty to grant.

NIGHT SCHOOLS.

Privilege has been extended to teachers of public schools to open night schools, and use the school-houses of their respective districts for that purpose. This privilege is accompanied by a proviso that attendance upon such night schools does not exempt children of scholastic age from attending public day schools the required four months in the year. But little progress has been reported by teachers in opening night schools, though it is believed they would be largely attended if the system was duly inaugurated and proper publicity given to the announcement of their organization.

PRIVATE SCHOOLS.

A positive indication of the success of the free-school system is found in the daily applications from persons controlling private schools, offering to reorganize under the present free-school law. Among these applications are many from teachers of experience, who express themselves in decided approval of our public-school system. The number of private schools is becoming gradually less, few people being so blind to their own interests as to incur the expense of from thirty to fifty dollars per year for a child at a private school and pay the assessed taxes besides, when the public schools are fully equal in every respect to the best of private schools.

EDUCATION OF THE COLORED RACE.

Schools for colored children have been opened all over the State, and are crowded to overflowing with children who evince an eager thirst for knowledge that augurs well for the future of the race. The problem that agitated the southern mind a few years

ago, of what would be the future of the colored people, is settled, for education will make them self-reliant, self-supporting, and valuable citizens. They enter into the educational work before them with a zest that bespeaks their full understanding of its importance. Where it has been impossible to lease buildings for school-houses, they have offered their churches, and in many instances have clubbed together and put up buildings for the purpose.

The greatest difficulty experienced in giving them the benefits of the law has been in procuring teachers for them, few persons having the nerve and hardihood to meet the continual insults, the social ostracism, the threats of injury, and all the annoyances to which teachers of colored schools are subject. Some few teachers have braved all this and conquered; but in other cases insult and intimidation have done their work, and the schools are closed for want of teachers. In some communities teachers of colored schools have been unable to procure board or even lodging; in other instances they have been dragged from their houses at night and whipped; others, going to their school-houses in the morning have found them a heap of ashes.

This state of affairs can be remedied in every community by the citizens frowning upon such violations of law, but they will not do it till they begin to feel that their interest demands it. It is recommended that a law be passed assessing communities where school-houses are burned with the expense of a new one, and midnight incendiarism will soon cease. Let a provision of that law allow an action for damages to be entered against the people in places where teachers are outraged by midnight whippings or other bodily injury, and this phase of Ku-Klux management will also disappear. Something must be done speedily to remedy these evils, and give to the colored people full protection in person and property in their educational rights.

ILLITERACY.

The statistics of illiteracy show this State in an unenviable light. Of illiterate persons 10 years old and over, the census returns show, of whites, 70,893; of colored persons, 150,617. The division of male and female illiterates is nearly equal: of males, 110,448; of females, 111,064; and the aggregate is 27 per cent. of the population. Add to this the number of children between the ages of 6 and 10 who have received no education, and we have a result alarming in its proportions and truly significant of the cause that reveals such an exhibit of crime.

CRIME.

Of the exhibit of homicides in the thirty-seven States of the Union, Texas shows more than double the number of any other State for 1870. Only four other States reach the number of 100. The highest of these is Louisiana, with 128; while the number reported in Texas is 323.

COMPULSORY EDUCATION.

"With the statistics of crime and illiteracy in Texas, as warning of the shoals over which our ship of state has been strained and weakened, we should be earnest in the support and advocacy of the compulsory feature of our school law, which strikes at the eradication of our greatest evils." The law requires that all children of suitable age shall attend some school for four months in the year. Sufficient time has not elapsed to give any experience of the workings of this feature of the school law.

SECTARIANISM AND POLITICS IN PUBLIC SCHOOLS.

Great care has been taken to secure the public schools from the introduction of any sectarian or political influence, and notice of any such attempted exercise of religious or political bias has met with the prompt discharge of the offending teacher.

PEABODY FUND.

The sixth report of the agent of the fund contains the following with regard to this State:

"The school fund, after being sadly plundered, is still larger than that of any Southern State, being $2,285,279. The number of children of school age in the State is, according to the imperfect returns recently made, 227,615. Of these 63,504 (increased to about 90,000 April 5) have been already brought into the public schools.

"The superintendent in a letter says: 'I can not sufficiently thank you for your kind suggestions concerning the donation intended for this State. I commend the wisdom of the plans proposed, and shall enter into a hearty co-operation with you in executing the same.'"

CONDITION OF SCHOOLS AT THE CLOSE OF THE YEAR 1872.

A letter from the superintendent, dated December, 1872, says: "At present there are comparatively few injunctions restraining the collection of the school tax as provided for by the twelfth legislature, and in two of the counties where such injunctions stand, the people, with but few exceptions, refuse to take advantage of them, and willingly and cheerfully pay the tax. In fact, throughout the whole State, there is a strong feeling favorable to public schools. The counties have built many schoolhouses out of the proceeds of the 1 per cent. tax, and a very liberal spirit is evinced on the part of many citizens in the donation of school sites and buildings for educational purposes.

"The number of pupils enrolled in the schools averages about 115,000. In the grading much improvement is noticeable. The duties of officers having one, two, or three counties in charge have been so modified as to make it incumbent on them to personally visit, report upon, and grade every school at least once in every two months. The consequence has been a large reduction of expenses, and selection of the better teaching material at hand.

"Regarding the compulsory features of our law, I can as yet say nothing definite. Sufficient time has not elapsed to speak advisedly of its workings."

We have teachers' institutes organized in seventeen counties, and a State teachers' institute, whose officers are constantly busy in endeavoring to further the cause of education by the dissemination of useful information. An educational journal has been established in the State.

This year we will be entitled to a considerable sum from the Peabody fund, for we have many schools that, in every respect, fulfill the requirements of the trustees in order to receive aid.

The whole expenditure for 1871-'72 amounts to $1,217,101.48. Of this there were received from the State appropriation, $477,633.44; from county taxation, $739,468.04.

The amount expended for salaries of teachers and employés was $1,066,604.26; for the purchase and building of school-houses, $18,435.33, and for rent of school-houses, $64,866.25.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Texas was the nineteenth State in population, having 818,579 inhabitants within an area of 274,356 square miles, an average of 2.98 persons to the square mile. This population consisted of 564,700 whites, 253,475 colored, 379 Indians, and 25 Chinese. Of these 756,168 were natives of the United States, and 62,411 were foreign-born. Of the native residents 254,091 whites, 134,306 colored, 109 Indians, and 4 Chinese were born within its borders, while of the foreign residents 23,985 were born in Germany, 2,037 in England, and 4,031 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 65,205 persons attended school, and of these 821 were foreign-born. Of the 61,010 white scholars, 31,598 were males and 29,412 females. Of the 4,189 colored scholars, 2,045 were males and 2,144 females; 1 male and 5 female Indians were also reported.

Illiteracy.—There were 221,703 inhabitants of all races, 10 years old and over, unable to write, and of these 18,369 were foreign-born.

Age and sex of illiterates.—Of the 70,895 white illiterates, 19,919 were from 10 to 15 years old, and of these 11,171 were males and 8,748 females; 13,626 were from 15 to 21 years old, and of these 7,144 were males and 6,482 females; 37,350 were 21 years old and over, of whom 17,505 were males and 19,845 females. Of the 150,617 colored illiterates, 27,689 were from 10 to 15 years old, and of these 14,323 were males and 13,366 females; 28,110 were from 15 to 21 years old, of whom 13,070 were males and 15,040 females; 94,818 were 21 years old and over, of whom 47,235 were males and 47,583 females; 114 male and 77 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 548, having 706 teachers, of whom 600 were males and 106 females, to educate their 23,076 pupils, of whom 12,244 were males and 10,832 females.

Amount and source of educational income.—The total income of all the educational institutions was $414,880, of which $760 were derived from endowment, $15,230 from taxation and public funds, and $398,890 from tuition and other sources.

Colleges.—The 4 colleges, with their 18 teachers—16 males and 2 females—had an attendance of 425 students, of whom 319 were males and 106 females. They possessed a total income of $14,500, of which $400 were derived from endowment and $14,100 from other sources, including tuition.

Academies.—The 3 academies, with 32 teachers—12 males and 20 females—were attended by 290 pupils, of whom 170 were males and 120 females. They had an income of $3,500, derived from tuition and other sources.

Private schools.—The 535 day and boarding schools had 649 teachers, of whom 567

were males and 82 females, and were attended by 22,276 pupils, of whom 11,690 were males and 10,586 were females. They possessed a total income of $381,330, of which $360 were derived from endowment, $480 from taxation and public funds, while $380,490 were derived from other sources, including tuition.

Libraries.—There were 135 public libraries, containing 25,018 volumes, and 320 private libraries, with 62,093 volumes; making in all 455 libraries, containing 87,111 volumes.

The press.—The 112 periodicals had an aggregate circulation of 55,250 copies, and an aggregate annual issue of $4,214,800 copies.

Churches.—Of the 843 church organizations 647 had edifices, with 199,100 sittings, and the church property was valued at $1,035,430.

Pauperism.—Of the 202 paupers 73 were native whites, 104 native colored, and 25 foreign-born.

Crime.—Of 732 persons imprisoned June 1, 1870, 237 were native whites, 365 native colored, and 130 foreign-born; 260 persons were convicted during the year.

Age and sex of population.—Of the total population 284,851 persons were from 5 to 18 years old, and of these 145,184 were males and 139,667 females; 571,075 were 10 years old and over, of whom 297,356 were males and 273,719 females.

Occupations.—There were 237,126 persons of these ages engaged in various occupations, of whom 208,529 were males and 28,597 females; 166,753 were engaged in agricultural pursuits, of whom 152,722 were males and 14,031 females; 40,882 in personal and professional services, of whom 27,168 were males and 13,714 females; 13,612 in trade and transportation, of whom 13,576 were males and 36 females; 15,879 in mechanical and manufacturing and mining industries, of whom 15,063 were males and 816 females.

Age and sex of working population.—Of the 237,126 employed persons, 17,760 were from 10 to 15 years old, of whom 13,544 were males and 4,216 females; 210,387 were from 16 to 59 years old, and of these 186,697 were males and 23,690 females; 8,979 were 60 years old and over, of whom 8,288 were males and 691 females.

SCHOOL OFFICIALS.

STATE BOARD OF EDUCATION.

Governor E. J. Davis, Austin; Attorney-General William Alexander, Austin; Hon. J. C. De Gress, Austin.

Hon. J. C. De Gress, *superintendent of public instruction.*

SCHOOL INSPECTORS.

District.	Inspector.	Post-office address.
First district	Charles Parker	Houston.
Second district	A. T. Monroe	Crockett.
Third district	A. D. Tinsley	Henderson.
Fourth district	W. A. Ellett	Clarksville.
Fifth district	David Mackay	Dallas.
Sixth district	A. G. Stobaugh	Benham.
Seventh district	Thomas Ford	Waco.
Eighth district	J. W. Shafter	Austin.
Ninth district	W. D. Carey	Seguin.
Tenth district	A. Zoeller	Bourne.
Eleventh district	J. W. Talbot	Georgetown.
Twelfth district	A. J. Bennett	Brownsville.

VERMONT.

[From report of Hon. John H. French, secretary of the board of education, for the school year 1872.]

TEACHERS' INSTITUTES.

A comparison of the institute statistics for the past three years indicates a growing interest in these important educational auxiliaries, which is in the highest degree encouraging. In 1870 the total membership was 1,165; in 1871 it increased to 1,177; and in 1872 to 1,262. The total attendance at the institutes of 1872 was 4,611 days. The average attendance in 1872 was 73 per cent., against 65¼ per cent. in 1870. There were 54 town superintendents present in 1872 against 44 the year previous. The prominent obstacles to greater usefulness are: 1. Indifference of superintendents. Of the 229 superintendents in the counties in which institutes have been held the past year, only 54 were present, and some of these but a single day. 2. Indifference of some teachers. Although the attendance increases from year to year, yet the total annual enrollment has not reached more than one-third of the teachers employed in the State. 3. Opposition of prudential committees. In some instances committees have forbidden their teachers to attend, and the opposition is growing stronger every year, principally from the fact that the discontinuance of a school for five days involves a loss of the public money, which is divided, "in proportion to the aggregate attendance," among the various school districts. To obviate this trouble, it is recommended that the terms of county institutes be reduced to two days; that teachers attending the institutes be authorized to give as the attendance of those two days the daily average attendance for the term, thus securing the district against loss of public money; that three State institutes be held annually, in different parts of the State, during the spring and fall, when but few schools are in session; and that the examination of teachers for institute certificates be confined to these State institutes and to the teachers who attend them through the entire session.

EXAMINATIONS OF TEACHERS.

The statistics of teachers' institutes show that the proportion of those passing the institute examinations has increased 38 per cent. in six years. In the last two years the increase has been 15 per cent., notwithstanding the higher standard of qualification adopted by the amendment of 1870. The opinion has been expressed that the additional requirements of this amendment make the law unjust to the teachers of the State. The secretary reviews the method of examining teachers, and shows that some of the requirements are hardly up to the standard of other States mentioned. He regards this law as making "a 'new departure' in the educational affairs of the State." "It was regarded with favor by superintendents, progressive teachers, and the active friends of common schools throughout the State; and an interest greater than had been known for many years at least, if ever before, was awakened on the subject of qualifications of teachers." One of the most noticeable results of the enforcement of this law is the largely increased attendance at normal and high schools of young persons who are fitting themselves to become teachers.

TEACHERS' ASSOCIATIONS.

The annual meetings of the Vermont State Teachers' Association have done valuable service to the cause of education in the State. The attendance of teachers and others was large; the addresses and discussions were full of interest; and the proceedings reflected credit upon the association, and gave renewed courage to the teachers present. Five county teachers' associations have been organized. Four of these meet annually and one semi-annually.

NORMAL SCHOOLS.

There are three normal schools in the State, supported at an expense to the State of $3,000 per annum. These schools have been steadily improving in the quality of their work, and they accomplish as much as could reasonably be expected of institutions no better endowed. The board of education recommend a larger appropriation for each of them. The benefits resulting from the action of the board, under the enactments of 1870, are seen in the greater maturity of the students, and the advance in the grade of scholarship.

UNIFORMITY OF TEXT-BOOKS.

The law requires the use, in all the schools of the State, of the text-books selected by the board of education. This selection is to be made once in five years. During the present year a selection has been made of text-books to be used in the schools for five years from November 1, 1873. Guyot's Geography, French's Arithmetics, Greene's English Grammars, and the New American Readers are substituted for the books now in use. It is recommended by the board of education that physiology, vocal music, and elementary drawing be added to the list of studies, and that the board be authorized to select suitable text-books upon these subjects, and also to adopt a text-book on civil government, and some uniform system of penmanship.

THE TOWN OR MUNICIPAL SYSTEM.

The secretary strongly advocates the "town system," as provided for in the law of 1870. "It has not had a fair, impartial trial. A constant, persistent, active opposition to the law has been kept up in the towns where it has been adopted, evidently for the purpose of making it so unpopular as to cause its repeal by the general assembly." It is admitted that there are objectionable features in the law, which it is very desirable to have modified: 1. The lack of any provision whereby a town may, after a trial of the system, have the opportunity to vote whether it will continue this or return to the district system. 2. The people of a town have no voice in determining the number of primary schools that shall be maintained in the town. 3. The difficulties that are found in attempting to equalize the value of the district property, under the provisions of the law. It is the opinion of many that, if these objectionable features could be done away with, many towns would, in the coming two years, adopt the law and give the system a fair trial. It is strongly urged that the law be amended in these respects. The town system is advocated by all the teachers of the State and by a majority of the town superintendents; and the leading educational sentiment of the State is decidedly in favor of it.

EDUCATIONAL PROGRESS.

"While we are thoroughly conscious that there is yet much to be done to elevate our common schools to their highest capabilities, it is gratifying to know that those who have closely observed the development and working of our school system for the past few years concede that we are making commendable progress; that our schools are improving; and that we have never had more to encourage us to work for the further advancement of our school interests than we have at the present time. Graded schools are being organized in many of the larger villages, and central and union schools in some of the towns; better qualified teachers are being employed throughout the State, and better schools are the inevitable result; the average length of the school year is gradually increasing; the expenditures for new buildings are liberal; the teachers' wages are increasing; and more attention is given to the subject of common schools, year by year, in nearly all parts of the State."

RECOMMENDATIONS OF THE SECRETARY.

In an address delivered by the secretary of the board of education in the hall of the house of representatives, before members of the legislature and others, he recommended a State property-tax of 20 per cent., and a poll-tax of $2; 5 per cent. of the whole State tax to be set apart for the purchase of books and apparatus. He made some statements concerning the scarcity of apparatus, dictionaries, and globes in most schoolhouses in the State.

VERMONT STATE NORMAL SCHOOL.

This was established as a normal school in 1866. The number of pupils for five quarters, beginning with the winter quarter of 1870–'71, and ending with the winter quarter of 1871–'72, was 258. Cost of tuition, $6 per quarter.

STATE NORMAL SCHOOL, CASTLETON.

This institution has completed its sixty-sixth year, having been known as Castleton Seminary before it became a normal school. Cost of tuition: Primary and junior years, $8 per quarter; middle and senior years, $10 per quarter.

LYNDON LITERARY INSTITUTION.

A new, commodious building has recently been erected for the use of the school.

BARRE ACADEMY.

This institution is open to both sexes. A "teachers' class" is organized in connection with this school, in which instruction is given on the various subjects connected with teaching.

CALEDONIA COUNTY ACADEMY.

The academy has a fund of some $14,000, the income of which is applied to the payment, in part, of teachers' salaries and defraying the other expenses of the institution, so that the tuition is a merely nominal sum. The income from a legacy of $1,000 is applied to paying the tuition of indigent students. There is a good library in the village, to which the students may have access. By the will of the late Hon. Thaddeus Stevens, the library receives a bequest of $1,000, the interest of which is to be expended yearly for the best books and publications of the day.

VERMONT EPISCOPAL INSTITUTE.

Gymnasium, bowling-alley, and carpenter-shop are connected with this school, and there is a regular military drill.

NORWICH UNIVERSITY.

The students are called cadets, and are under military discipline. The military department is under the charge of an officer of the United States Regular Army, appointed by the Secretary of War.

MIDDLEBURY COLLEGE.

Seven scholarships have been recently provided by donations of $1,000 each. A permanent fund has recently been established for the enlargement of the library. There is also a valuable cabinet of natural history.

STATE UNIVERSITY AND AGRICULTURAL COLLEGE.

This institution has, by the decision of its trustees, opened the doors of all its departments to students of both sexes, on terms of equality. Several ladies have taken advantage of the opportunity thus offered to pursue a regular university course.

VERMONT REFORM SCHOOL.

The seventh annual report of this institution shows that during the year 15 boys have been furloughed, 29 discharged, 7 have escaped, and 1 has died. Number remaining July 31, 1872, 117. Average number during the year, 122. Average time of detention of those discharged during the year, 1 year, 9 months, 17⅞ days.

After considerable experience, it has become the practice of the institution not to discharge boys, but to furlough them for good conduct; then, if their conduct under the furlough shows that they need further discipline, they are easily recalled to the school without additional legal proceedings, and thus no pretended reformation can deceive the officers of the school. The adoption of this rule has been followed by the most satisfactory results. The number of inmates could be increased 100 or more with little additional expense; and there are more than 100 boys in the State, in the daily practice of vice, and truants from school, whom a residence here might place in the class of the virtuous and useful, instead of the dangerous and criminal.

New buildings have been erected during the year at a cost of $47,290.74, including fixtures. Of this amount, $2,185.54 were paid by the surplus earnings of the school.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Vermont was the thirtieth State in population, having 330,551 inhabitants within an area of 10,212 square miles, an average of 32.37 persons to the square mile. This population consisted of 329,613 whites, 924 colored, and 14 Indians. Of these 283,396 were natives of the United States and 47,155 were foreign-born. Of the native residents, 243,272 whites, 540 colored, and 2 Indians were born within its borders, while of the foreign residents, 370 were born in Germany, 1,946 in England, and 14,080 in Ireland.

School attendance.—According to Table IX, vol. 1, of the Census Report, 70,1699 persons attended school, and of these 2,964 were foreign-born. Of the 70,104 white scholars, 36,755 were males and 33,349 females. Of the 95 colored scholars, 58 were males and 37 females.

Illiteracy.—There were 17,706 inhabitants of all races, 10 years old and over, unable to write, and of these 13,804 were foreign-born.

Age and sex of illiterates.—Of the 17,584 white illiterates 1,850 were from 10 to 15 years old, and of these 1,035 were males and 815 females; 2,422 were from 15 to 21 years old, and of these 1,317 were males and 1,105 females; 13,312 were 21 years old and over, of whom 6,867 were males and 6,445 females. Of the 116 colored illiterates 6 were from 10 to 15 years old, and of these 3 were males and 3 females; 28 were from 15 to 21 years old, of whom 16 were males and 12 females; 82 were 21 years old and over, of whom 45 were males and 37 females. Three male and 3 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 3,084, having 51,60 teachers, of whom 1,356 were males and 3,804 females, to educate 62,913 pupils, of whom 31,295 were males and 31,618 females.

Amount and source of educational income.—The total income of all the educational institutions was $707,292, of which $13,046 were derived from endowment, $523,970 from taxation and public funds, and $170,276 from tuition and other sources.

Public schools.—The 2,830 public schools, with 4,622 teachers—1,171 males and 3,451 females—were attended by 52,067 pupils, of whom 25,872 were males and 26,195 females. To educate these they possessed a total income of $516,702, of which $1,366 were derived from endowment, $504,006 from taxation and public funds, and $11,330 from other sources, including tuition.

Colleges.—The 3 colleges, with 19 male teachers, had an attendance of 155 male students. They possessed a total income of $21,251, of which $8,550 were derived from endowment, $3,203 from taxation and public funds, and $9,498 from other sources, including tuition.

Academies.—The 41 academies, with 174 teachers—74 males and 100 females—were attended by 3,973 pupils, of whom 2,029 were males and 1,944 females. They possessed a total income of $80,050, of which $2,400 were derived from endowment, $373 from taxation and public funds, and $77,277 from other sources, including tuition.

Private schools.—The 203 day and boarding schools had 316 teachers, of whom 80 were males and 236 females, and were attended by 5,770 pupils, of whom 2,731 were males and 3,039 females. They possessed a total income of $77,793, of which $11,427 were derived from taxation and public funds, and $66,366 from other sources, including tuition.

Libraries.—There were 736 public libraries, containing 321,727 volumes, and 1,056 private libraries with 405,536 volumes; making in all 1,792 libraries, containing 727,263 volumes.

The press.—The 47 periodicals had an aggregate circulation of 71,390 copies, and an aggregate annual issue of 4,055,300 copies.

Churches.—Of the 699 churches 744 had edifices with 270,614 sittings, and the church property was valued at $3,713,530.

Pauperism.—Of the 1,785 paupers 1,231 were native whites, 31 were native colored, and 523 were foreign-born.

Crime.—Of 193 persons imprisoned June 1, 1870, 143 were native whites, 2 native colored, and 48 foreign-born; 139 persons were convicted during the year.

Age and sex of population.—Of the total population 89,831 persons were from 5 to 18 years old, and of these 45,667 were males and 44,164 females; 258,751 were 10 years old and over, of whom 129,248 were males and 129,503 females.

Occupations.—One hundred and eight thousand seven hundred and sixty-three persons of these ages were engaged in various occupations, of whom 95,263 were males and 13,500 females; 57,983 were engaged in agricultural pursuits, of whom 57,889 were males and 94 females; 21,032 in personal and professional services, of whom 9,680 were males and 11,352 females; 7,132 in trade and transportation, of whom 7,101 were males and 31 females; 22,616 persons in mechanical and manufacturing and mining industries, of whom 20,593 were males and 2,023 females.

Age and sex of working population.—Of the 108,763 employed persons 2,224 were from 10 to 15 years old, of whom 1,615 were males and 609 females; 97,333 were from 16 to 59 years old, and of these 84,821 were males and 12,512 females; 9,206 were 60 years old and over, of whom 8,827 were males and 379 females.

VIRGINIA.

[From the report of Hon. W. H. Ruffner, State superintendent of public instruction, for the scholastic year ended August 31, 1872.]

FINANCIAL STATEMENT.

Received from State funds	$422,602 43
Received from county funds	219,863 63
Received from district funds	249,104 33
Received from other sources	101,748 20
Total receipts for school purposes	993,318 59
Expended for pay of teachers and treasurers	$643,065 68
Expended for pay of county superintendents	45,295 03
Expended for central office	6,490 33
Expended for district expenses	298,467 55
Total expenditures	993,318 59

ATTENDANCE.

Number of pupils enrolled in public schools	166,377
Increase over last year	35,289
Per cent. of school population enrolled	40.5
Average daily attendance	95,488
Increase over last year	19,766
Per cent. of school population in average attendance	23.2
Per cent. of enrollment in average attendance	57.4
Average cost of tuition per month, per pupil enrolled	$0.70
Average cost of tuition per month, per pupil in average attendance	$1.22
Number of pupils attending private schools	20,497
Decrease from last year	5,451
Total number of pupils in public and private schools	186,874
Increase over last year	29,838

TEACHERS AND TEACHERS' PAY.

Number of teachers in public schools	3,853
Increase over last year	769
Average monthly pay of teachers	$29 81
Number of county and city superintendents	91
Average number of visits by county superintendents	78
Average number of days employed	138
Average salary of superintendents	$497 75
Number of school trustees in cities and counties	1,362

SCHOOL DISTRICTS AND SCHOOLS.

Number of counties in the State	99
Number of cities of first class	6
Number of school districts in cities and counties	454
Number of public schools in cities and counties	3,695
Increase over last year	648
Number of graded schools	107
Average number of months schools were taught	5.72
Increase over last year	1.06

SCHOOL PROPERTY.

Number of school-houses owned by districts	504
Increase over last year	414
Estimated value of public-school property	$387,672
Increase over last year	$176,506

GROWTH OF THE PUBLIC-SCHOOL SYSTEM.

"Considering the embarrassments under which the mighty work of universal education was begun and has been continued, we have reason to thank God and take courage. The

hostile and the feeble-hearted expected that in a year or two our public-school system would end its existence, but it was born a giant and has grown with giant vigor."

During the past year, the second of the public-school system, there has been an increase of 648 schools and 769 teachers. More than a month has been added to the average length of the school session, and there has been an addition of 35,289 pupils to the enrollment in the schools.

It is evident from the diminution of pupils in the lower grades of private schools, taken in connection with the large increase in the corresponding public schools, that the latter are rapidly absorbing the former. "The increased liberality of the people is worthy of note, especially in view of the fact that in the counties and districts the money was voted by the people at the polls, and came in most opportunely to supplement the waning income from the State."

DIMINUTION IN THE PROCEEDS OF STATE SCHOOL TAX.

The amount received from this source during the year 1870–'71 was $362,000; received during 1871–'72, $315,428; diminution, $46,572. After the expiration of the scholastic year 1870–'71 additional funds pertaining to that year were received, which raised the total to $435,182. Even this sum, however, fell short of the first auditor's estimate by more than $55,000. On September 1, 1872, the school revenue from the State tax was nearly $175,000 short of the auditor's estimate. Part of this will, no doubt, yet come in. Still the amount can not reach within $100,000 of what was expected. The disastrous results were mitigated by the interest received from the vested literary fund. But liabilities must be paid in the districts out of money belonging to the now current year. This, with the danger of still further diminution from reduced assessments, must tell badly on the schools during the year upon which they have entered.

THE LITERARY FUND.

On the 1st of May, 1871, this fund consisted of $1,596,069 in solvent securities, on which the unpaid interest would, on the 1st of July, 1871, amount to $566,616. Inasmuch as the constitution, and also the school law, set apart this fund, and require its annual interest to be used for the support of the public free schools, it is to be hoped that the general assembly will provide for the payment of full interest on the fund. Unless some special effort be made, the school revenues for the current year will be seriously curtailed.

AID FROM THE PEABODY FUND.

The Virginia schools received from the Peabody fund during the past scholastic year the sum of $28,900. The bulk of this was given to graded schools, and was highly influential in promoting the formation of this class of schools, and in the prolonging of their sessions. Aid was also rendered to teachers' institutes, and to the Educational Journal. "Dr. Sears has contributed his much-coveted personal services in aid of the work, by traveling extensively, delivering addresses, and rendering counsel."

The agent of the fund says: "The cities and districts in Virginia which we have assisted to the amount of $26,000 this year have themselves paid for schools and school-houses not far from $280,000; more than half as much as was paid last year ($550,000) by all the places receiving aid from us in twelve States."

PROGRESS OF PUBLIC SENTIMENT.

There is abundant evidence that the public-school system is growing in favor with all classes of the people. There are some counties in which many of the land-holders have as yet strangely failed to recognize the advantages of popular education to the owners of the soil. But, every thing considered, the advance in public sentiment has been far more rapid than could have been anticipated. Many leading men who are still theoretically opposed to public education are co-operating in the effort to make the system a good one. The existence of public schools being thoroughly assured, there is now special need of proper sentiment as to the character and efficiency of the schools.

LAW-ABIDING CHARACTER OF THE PEOPLE.

A section in the constitution providing that "each city and county shall be held accountable for the destruction of school property that may take place within its limits by incendiaries or open violence," discloses on the part of its framers some apprehension of resistance to the working of the public free-school system in Virginia. Results have proved that this provision was unnecessary. Not a case of incendiarism or violence has occurred. It is worthy of remark also, that, although the mode of raising local school taxes first adopted was unpopular, there was a disposition manifested in only two or three counties, and these on the part of a very few individuals, to throw obstacles in the way of their collection. "Taken altogether, probably no new scheme of legislation ever operated more smoothly."

IMPROVEMENT IN SCHOOL-HOUSES.

The funds applicable to district purposes were so small that but little improvement has been made in comparison with what is needed. Yet there has been some advance. In many counties several new houses have been built, and a large majority of the superintendents report much done in the way of refitting. Many districts would gladly multiply and improve their school accommodations, if they were allowed to raise the necessary means of so doing.

IMPROVEMENT IN THE QUALITY OF SCHOOLS.

An important item of improvement is the approach which has been made to uniformity of text-books. There has also been great improvement in the teachers, who in many places have progressed rapidly in professional intelligence and skill. The examination by the county superintendents has proved a powerful stimulus; and the re-examination which was required at the beginning of the second year enabled the officers to drop such teachers as had not met expectation. But there is still great room for improvement. In some places the mode of teaching is the same that was practiced half a century ago, and the teachers can not be induced to read or inquire. The only means by which the schools can be brought up to the educational advance of the times lies in the thorough and systematic training of teachers. The graded system has been introduced to a considerable extent in the cities and towns.

The cities of Richmond and Lynchburgh have made the greatest advance in organization, systematic visitation of schools, instruction of teachers, and commodious school accommodations. The authorities of those cities embraced the cardinal doctrine that a superintendent of schools, sufficiently paid to enable him to give his whole time to official duties, was the only guarantee of complete success. "Considering how short a time has elapsed since the establishment of the system in those cities, the maturity and efficiency of their plans of instruction and management are really surprising. This is especially true of Richmond, where the school officers have been greatly strengthened by the liberality of the city council and the aid of an enlightened mayor. Already families are moving into the city, in order to obtain for their children the educational advantages there presented."

THE COLORED PEOPLE.

The statistical tables show in many counties a better average of school attendance for the blacks than for the whites, and a general average nearly as good. The fact that the number of colored schools is not as large as of white, in proportion to population, may be ascribed mainly to the want of a sufficient number of teachers and of school-houses for colored schools. The average ability of the teachers of colored schools has been rising, partly because of the improved feeling on the subject, and partly as a consequence of the educational work which has for seven years been going on among the colored people.

The Hampton Institute, the colored normal school, and the Colver Institute in Richmond, are doing a most valuable work in giving to colored youth of both sexes a sound education, and training them for teachers. But there must, for a time, continue to be a deficiency of really competent teachers for colored schools. The only remedy for the want of suitable school-houses is an adequate public provision.

"It is pleasant to observe," says the superintendent, "that our intelligent citizens are becoming more and more favorable to the education of the negro. But the burden of taxation is heavy, and many of them feel that the Congress of the United States should grant them aid in the heavy work of educating the children of the freedmen."

COUNTY SUPERINTENDENTS.

The superintendent bears emphatic testimony to the ability and faithfulness of the county and city superintendents. After a comparison with other States he feels "safe in saying that our superintendents stand in the front rank of their class in point of ability and efficiency, and at the fag-end in pay." The average salary is $497.75; or, deducting official expenses, $405.34; equivalent to a per diem of $2.93. The State gives only $310.95 of this, or $218.44 above official expenses; a per diem of $1.58. The additional pay was voted to them by the people of their counties; so that, by the present law, they must run the gauntlet of school trustees, supervisors, and county judges before they can get anything beyond the $1.58.

SCHOOL TRUSTEES.

These have in most cases discharged their duties with a remarkable degree of attention; in individual instances with devoted zeal. It is recommended that, to secure the proper discharge of trustees' duties, each trustee receive some remuneration. Many of the townships are of such unusually large size that, in attending the meetings of

school boards, trustees are frequently subjected to personal expense, which ought to be paid out of the local school funds; but this the law does not permit. "Either trustees must be paid or the districts must be made smaller. The former alternative is greatly preferable."

LOCAL SCHOOL TAXES.

The reports of county superintendents show that the present law regulating the raising of local school taxes is almost universally regarded as an improvement on the former law. But objection is made to the power given to the supervisors and the county judge to curtail and damage, if not to destroy, the means of education in any county. In a number of cases these evil results occurred. It is claimed that these questions should be left entirely in the hands of the school trustees, who are better able to judge of them; also, that if the decision as to school estimates is placed in the hands of supervisors, the interests of education will be dragged into every local contest, and men will go into office simply on the question of the school tax.

With regard to the severe limitations placed by the present law upon the raising of means for the support of schools, the superintendent says: "This will, I fear, have a bad effect in many ways. School privileges will be reduced in so many counties this current year that I dread the exhibit which I must make in my next report. Bitter complaints will abound when the result is seen and felt. No doubt strong efforts will be made to supplement the public funds from private sources. But the people grow more reluctant to draw on their private means for public purposes, and the operation of the plan of private additions is unequal and unsatisfactory."

PROPOSED CHANGE IN THE TAX LAW.

As the law now stands it is possible for the supervisors to cut the people off from all school privileges, or, by failing to make appropriations, leave the State money to be absorbed by the wealthy neighborhoods. The superintendent suggests the following plan for the consideration of the general assembly, as a compromise: Allow the several school boards to fix absolutely the rate of taxation up to the present maximum of the law, leaving the option so far only to them. Then legalize a certain higher maximum, and put the increase at the discretion of the supervisors, so that a part will be sure and part contingent. From $150,000 to $175,000 more than was expended last year would pay teachers for a full supply of primary schools for the State.

CENSUS OF SCHOOL POPULATION.

The change made in the law concerning the taking of the census of school population proves to have been an unfortunate one. There is no economy in it, and there was scarcely a county in the State in which the assessors performed the work satisfactorily, and in some counties they neglected it wholly. So unreliable are the lists returned that the census of the previous year will be used as the basis of apportionment, until more accurate lists can be obtained. The superintendent suggests that the responsibility of taking the census be left, where it properly belongs, with the school officers. They alone appreciate the matter, and they alone can be subject to a proper supervision.

ACADEMIES AND COLLEGES.

It is stated, as a highly gratifying fact, that during the year there have been in operation in the State 187 high schools or academies, with 7,701 pupils, a large portion of whom will shortly enter the colleges.

The statistics of colleges for the past year are very encouraging. The aggregate of students was probably greater than at any previous period in the history of the State. The colleges are ably manned, and lack nothing but large endowments. The two universities are worthy of their fame, and should not be allowed to languish for want of means. Ten technical schools, representing at least six different vocations, were sustained last year. To these have since been added the agricultural and mechanical college.

With regard to the use of the land-scrip, nothing could ever be agreed upon in the legislature until, in the winter of 1870–'71, the senate passed a bill requiring that any institution which might receive the fund should give up its name and distinctive character, and be fully merged into a new agricultural and mechanical college. It was not believed that there was any existing demand for such a school; but it was believed that there was a great popular want or need of it, and that its creation would gradually develop a consciousness of want, succeeded by an active patronage.

In the winter of 1871–'72, after a long struggle, the general assembly, by a large majority, besides giving a third to Hampton Institute, which was a technical colored school already established, set apart the remaining two-thirds to the establishment of a special school for the whites. It accepted the offered property of Preston and Olin

Institute, swept away all its previous character and history, and ordered the creation of a new institution for the benefit of the agricultural and mechanical people of Virginia.

At the farmers' convention, held at Petersburgh, November 27 and 28, Professor C. L. C. Minor, president of the agricultural college, stated that "The rapid growth of the college for some weeks past has shown that the trustees were right in not delaying the opening for another year, as some thought it necessary to do, that there might be some accumulation of the funds to meet the expenses of equipment for a first opening. At first but a handful of students presented themselves, but as the knowledge of the real work that was doing spread abroad, and the mistaken impression that it was to be a mere labor school of the most elementary sort was dissipated, the students came in fast. In sixty days after the opening the number had reached 78, and there were indications of a further increase. A farm has been purchased, and in January the trustees will appoint a professor of agriculture and a farm-manager.

"Many appointments were yet vacant, as has always been the experience of the military institute and the University of Virginia, but, like the faculties of those institutions, the faculty of the agricultural college are prepared to give appointments, in place of the counties not applying, to students who may seek them from the counties that have already secured appointments."

ALEXANDRIA.

HISTORY OF THE PUBLIC SCHOOLS.

The first free school in Alexandria was founded by George Washington. In December, 1785, he wrote to the trustees of the Alexandria academy, as follows: "It has long been my intention to invest, at my death, £1,000 in the hands of trustees, the interest of which is to be applied in instituting a school in the town of Alexandria for the purpose of educating orphan children, or the children of such indigent parents as are unable to give it. * * * I will, until my death, pay the interest thereof, to wit, £50 annually. * * * It is my intention to apply this to that sort of education as would be most extensively useful to people of the lower classes of citizens, viz, reading, writing, and arithmetic, so as to fit them for mechanical pursuits." From General Washington's will it appears that he left twenty shares in the Bank of Alexandria, worth $4,000, to the trustees for the support of the school.

The records show that in April, 1786, a school was opened with 20 scholars. "Two girls were admitted upon this condition: 'that General Washington shall explain it to be consistent with his intentions that girls may be taught in this school.'" That General Washington approved the admission of girls is to be inferred from the fact that these were retained and others afterward admitted.

The school hours at that date were as follows: "From the 1st of May to the 1st of September from 6 to 8 and from 9 to 12 a. m., and from 2 to 5 p. m.; and from the 15th of September to the 1st of May from 9 to 12 a. m., and from 2 to sunset.

CONDITION OF THE SCHOOLS.

The greatest difficulty at present is in securing full attendance. The percentage of enrollment to the school population is only 53. The average attendance is far lower than it should be. Children are kept at home for the most frivolous reasons.

The great wants of the schools are competent teachers and good school-houses. The former can only be secured by the payment of suitable salaries, and it is recommended that some plan be at once adopted whereby the salaries of the most efficient teachers shall be gradually raised.

But one school-house belongs to the city, and that is sixty years old. The colored schools are well accommodated, but most of the white schools are crowded into small apartments in every way unsuitable, and only two of these have furniture better than the long old-fashioned forms and benches.

TEACHERS' INSTITUTES.

The first meeting of this kind in Alexandria was held August 21 and 22, 1871. About 40 persons, including all the teachers of the public schools, attended. On the 26th, 27th, and 28th of August, 1872, the second institute was held. This was largely attended by private teachers and others interested in education, besides the public-school teachers.

UNIVERSITY OF VIRGINIA.

This institution has completed its forty-eighth session. In establishing the University of Virginia, Mr. Jefferson, for the first time in America, threw open the doors of a univer-

sity in the true sense of the name, providing for thorough instruction, in independent schools, in all the chief branches of learning. The wisdom of this plan has been amply vindicated by time and experience.

The university includes four departments: literary and scientific, agricultural, medical, and law. The library of the university was originally selected and arranged by Mr. Jefferson, and has since been enlarged by purchases and donations.

In the medical department the collection of paintings for the illustration of the lectures on anatomy, physiology, and surgery—several hundred in number—is unequaled by anything of the kind in the United States, or perhaps abroad. The university offers no facilities for clinical instruction.

VIRGINIA MILITARY INSTITUTE.

This institution was organized as a State military and scientific school upon the basis of the United States Military Academy at West Point, and the system of instruction and government is very nearly the same as in the latter institution. During the war the buildings, with the library and apparatus, were destroyed, and the institute was temporarily transferred to Richmond. In 1865 it was reorganized at Lexington, and opened with 50 cadets.

The State makes an annual appropriation for the support of the institute of $15,000. A number of the cadets are annually appointed by the State, and receive tuition free. The number of State cadets admitted since organization is 575; of pay cadets, 2,050. Number of cadets during the past year: State, 46; pay, 300; total, 346. Since organization there have been 715 graduates. The military staff numbers 7.

The State property attached to the institution is worth about $250,000. There is also an interest-bearing fund, the gift of private individuals, to the amount of $50,000, the income of which sustains the chairs of agriculture and of animal and vegetable physiology applied to agriculture.

WASHINGTON AND LEE UNIVERSITY.

This university includes the following departments: academic, law, engineering, and a business college. It is proposed to add to the course schools of agriculture, commerce, and mechanical engineering. The course of study is elective. Prize scholarships are offered to high schools and academies, and the board of trustees have authorized the faculty to appoint to scholarships a number of young men intending to make practical printing and journalism their business in life. A summer school is organized during the vacations, in which students may be prepared for entrance with advanced classes at the beginning of the regular session. A flourishing Young Men's Christian Association exists among the students.

UNION THEOLOGICAL SEMINARY.

This institution is under the care of the Presbyterian synods of Virginia and North Carolina. It was opened January 1, 1824, with 1 professor and 3 students. After the war, the seminary, left without income, was sustained for a year by private subscriptions. The buildings have since been put in repair, and the losses sustained by the war replaced. The seminary possesses the control of funds for eight or nine scholarships. Hampden Sidney College, near by, offers collegiate instruction in all its classes gratis to the students of the seminary.

ROANOKE COLLEGE.

The course of study includes a preparatory department, a collegiate department, and a special course. A normal department has been established in connection with the college. Special facilities are offered for acquiring a business education. One thousand volumes have been added to the library during the past year.

RANDOLPH MACON COLLEGE.

Of the 167 students during the year, 32 were studying for the ministry. There is no preparatory school, but young men not prepared for the regular college classes receive instruction separately.

RICHMOND COLLEGE.

The college embraces an academic, a law, and a commercial department. The academic department comprises seven independent schools. Every student is required to attend at least three of these schools. The success of the college has made it necessary to provide additional buildings. For this object the sum of $12,000 has already been secured.

STAUNTON BAPTIST FEMALE INSTITUTE.

This school was established at Charlottesville in 1857, and transferred to Staunton 1871. The course of study is arranged in four departments: preparatory, collegiate, a school of music, and a school of drawing and painting.

ROANOKE FEMALE COLLEGE.

The course of study is divided into three departments, viz, preparatory, collegiate, and ornamental.

LOUDOUN VALLEY ACADEMY.

This institution is open to both sexes. A normal department and a commercial department are connected with the school.

THE OLD DOMINION BUSINESS COLLEGE.

The aim of this institution is to impart a thorough and systematic mercantile education. There are three departments: theoretical, theory and practice, and actual business. There is also a normal class in penmanship, for such as wish to become teachers of this art.

INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

Of the pupils enrolled during the past year 100 are deaf-mutes, and 38 are blind. This number is quite in excess of any former period, and beyond the convenient accommodations of the institution. The dormitories are too crowded, and great embarrassment is caused by the want of sufficient school-rooms.

The schools during the past session have attained a higher position than ever before. The scholarship of the pupils has been, in a very marked degree, advanced beyond that of any previous period. The class in articulation has made excellent progress. The mechanical department has been very successful, and almost every male pupil, on leaving the institution, has acquired the means of gaining an independent livelihood. An appropriation for the purchase of a printing-office is recommended, printing being one of the avocations open to deaf-mutes, and one in which many of them have excelled.

SOCRATES MAUPIN.—OBITUARY.

Socrates Maupin, A. M., M. D., professor of chemistry and pharmacy in the University of Virginia, died at Lynchburgh, in consequence of being thrown from a carriage, October 19, 1871. He was descended from Huguenot ancestors who emigrated to America on the revocation of the edict of Nantes; born in Albemarle County, November 12, 1808; graduated at Washington College, (now Washington and Lee University,) 1828; studied medicine at the University of Virginia; graduated M. D. 1830; changed his plans of life and entered upon a general literary and scientific course of study; received the degree of A. M., having graduated in all the academic schools of the university, 1833; was immediately elected professor in the College of Hampden Sidney, where he filled successively and very successfully the chairs of ancient languages and mathematics; became principal of Richmond Academy, 1835; resigned in 1838, and established a private school of a high order, which he conducted with signal success as long as he remained in the city; was one of the founders, in 1838, of the Richmond Medical School, in which he was professor of chemistry, and afterward dean, where he showed that remarkable administrative capacity which was always the distinguishing feature of his character; was a member of the city council of Richmond, and extremely active in promoting the interests of the Virginia Historical Society; was appointed professor of chemistry and pharmacy in the University of Virginia, 1853, and spent the rest of his life in the service of his cherished alma mater. In 1854 Dr. Maupin became chairman of the faculty, and as such the chief executive officer of the university.

In this position, to which he was annually re-elected by the board of visitors for fifteen successive years, his services were inestimable. At the close of the war, in 1865, the institution was constrained to commence a new career, amid multiplied embarrassments, with a precarious income and dubious prospects. Present resources were supplied by the private credit of Dr. Maupin and his colleagues. His brave spirit triumphed over all difficulties, and he soon had the satisfaction of seeing the university rival the extraordinary prosperity which, under his administration, it had achieved before the war.

The university faculties have expressed their estimate of Dr. Maupin in the follow-

ing terms: "During this long incumbency (of the chairman's office) his official conduct was characterized by such moderation, firmness, and tact as to win universal confidence and respect. It was, indeed, a post in which his sympathy with the young, his sincerity and manliness, as well as his sound judgment and insight into men, had ample scope. Merit was sure to be appreciated by him, and youthful frailties met with a construction as indulgent as a father could extend to an erring child.

"His extraordinary aptitude for affairs, his clear perception of complex transactions, his rare sagacity and promptness of decision, his varied knowledge of the practical interests of society, would probably have led him, had he adopted an active career, to the highest pinnacle of success, whether of fortune or of fame.

"Always the mirror of integrity and truth, just, benevolent, and self-denying, exemplary in all the relations of life, our departed colleague had yet looked closely enough into his own heart, and into the perfect law of God, to know that he had no merit with which to approach the throne of his judge, and he had accordingly fled for refuge to the hope set before him in the gospel of Christ."

A. L. COLEMAN.—OBITUARY.

Arthur Ludwell Coleman, student in the University of Virginia, and professor-elect of Greek in Miami University, Ohio, was killed by a railway accident near Charlottesville in the spring of 1872.

He was a young man of brilliant promise, sound scholarship, and exalted Christian character. He belonged to a family distinguished in connection with higher education in Virginia, being the son of the late Judge Richard H. Coleman, of Caroline County, and nephew of Mr. Frederick Colcman, a teacher of great renown in the State.

VIRGINIA EDUCATIONAL ASSOCIATION.

The seventh annual session of this association was held at Staunton, June 9 to 12.

The president, Professor W. K. Abbot, called the meeting to order, and, after prayer by Rev. J. William Jones, an address of welcome was extended to the association by Rev. R. H. Phillips, in behalf of the citizens of Staunton.

The president then read his annual address, congratulating the association on its flourishing condition, and making important practical suggestions as to its general interests. Fitting tributes were paid to several members of the association who had deceased during the year.

The report of the secretary showed that there had been twenty-two additions to the association during the year, making its present number one hundred and sixty-five.

On the second day the committee on nominations reported Professor E. S. Jaynes as president, and a full list of officers. Professor Jaynes then read a paper on "A curriculum for primary and secondary schools, and some system of equivalents for secondary schools, whereby, if possible, students, not studying the complete curriculum may be brought to pursue some complete and consistent course of study." He argued in favor of the elective rather than the curriculum system, insisting that the latter is fast passing away; but deprecated the extremes of both systems. While he would allow a choice of studies by the student, the choice should be regulated by the advice of the teacher.

A discussion of the paper by Professor Jaynes then took place, Mr. Abbot, of Bellevue school, agreeing with Professor Jaynes so far as colleges and universities are concerned, but doubted the applicability of the doctrine to secondary schools. He insisted on the absolute necessity of the classics in the secondary schools.

General F. H. Smith insisted that the teacher was better qualified than the pupil to judge as to the proper studies. He thought the tendency to abolish the curriculum should be resisted, as a great evil.

Colonel William P. Johnson gave an address on "The importance and place of history in a school of liberal education." "The best projection for school maps" was the subject of considerable discussion, Major J. Hotchkiss advocating the "projection" adopted by the United States Coast Survey.

Other subjects discussed were with reference to the establishment of a polytechnic school for the South, the expediency of regular and systematic exercise in elocution, and the propriety of the association expressing an opinion in regard to text-books.

Professor H. H. Harris read the report on German, and Professor J. A. Turner read that upon French. These reports were discussed at length by Professor John Hart, Professor Jaynes, Professor Abbot, and Professor L. M. Blackford. Professor Hart was opposed to *free* translation, while Professor Jaynes favored it, and insisted that good French should be put into good English.

Professor C. D. Walker, of the Virginia Military Institute, read the report on "Instruction, higher and lower, in mathematics." The metric system was earnestly approved for primary schools. The report was discussed by several members of the association.

Professor W. A. Shepard, of Randolph Macon College, read a report upon the question, "Which of the natural sciences will it be best to introduce into our system of male school instruction?" While admitting the importance of the classics, as occupying the first place, the report claims that natural sciences should not be neglected. Zoölogy and botany especially are recommended for the primary and secondary schools; the latter, rather than the former, if both can not be included.

Mr. R. Carue, superintendent of public schools in Alexandria, and Professor Pike Powers cordially indorsed the recommendations of the report.

A joint paper on "Instruction, higher and lower, in English," prepared by Professor George F. Holmes and Mr. Hugh Craig, was read and subsequently discussed.

Mr. A. O English wanted to know how to teach English grammar. Mr. Abbot thought Latin grammar was the best to teach English. Professor Jaynes was persuaded that we have no suitable book on English grammar, but earnestly combated the idea that we should learn English through the Latin; and insisted that both English and French should precede Latin. Mr. Abbot would reverse the order of Professor Jaynes, and insisted on his own views. Professor Harris would take English, French, and Latin, and then reverse the order.

A report on "Instruction in Latin, higher and lower," by Professor T. R. Price, was read and briefly discussed; and a report on "Method and discipline," by Rev. Dr. J. M. P. Atkinson, was also read. This report strongly advocated physical exercises in schools; the principle of obedience; and the curriculum rather than the free-choice system in all institutions below the university; took strong ground in favor of a high standard of admission to college, as well as of graduation; and severely condemned the loose manner of conferring degrees.

There was a general expression as to the success of this meeting, and it was proposed to meet on the 8th of July, 1873, at Alexandria.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Virginia was the tenth State in population, having 1,225,163 inhabitants within an area of 38,348 square miles, an average of 31.95 persons to the square mile. This population consisted of 712,089 whites, 512,841 colored, 229 Indians, and 4 Chinese. Of these 1,211,409 were natives of the United States, and 13,754 were foreign-born. Of the foreign residents, 4,050 were born in Germany, 1,909 in England, and 5,191 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 70,871 persons attended school, and of these 103 were foreign-born. Of the 59,792 white scholars, 31,783 were males and 28,009 females. Of the 11,048 colored scholars, 5,105 were males and 5,943 females. Fourteen male and 17 female Indians were also reported.

Illiteracy.—There were 445,893 inhabitants of all races, 10 years old and over, unable to write, and of these 1,270 were foreign-born.

Age and sex of illiterates.—Of the 123,538 white illiterates, 34,103 were from 10 to 15 years old, and of these 18,745 were males and 15,358 females; 21,438 were from 15 to 21 years old, and of these 11,095 were males and 10,343 females; 67,997 were 21 years old and over, of whom 27,646 were males and 40,351 females. Of the 322,236 colored illiterates, 57,433 were from 10 to 15 years old, and of these 29,723 were males and 27,710 females; 57,208 were from 15 to 21 years old, of whom 26,161 were males and 31,047 females; 207,595 were from 21 years old and over, of whom 97,908 were males and 109,687 females; 1 Chinese male, and 51 male and 67 female Indian illiterates were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,024, having 2,697 teachers, of whom 1,452 were males and 1,245 females, to educate their 60,019 pupils, of whom 30,878 were males and 29,141 females.

Amount and source of educational income.—The total income of all the educational institutions was $1,155,585, of which $47,586 were derived from endowment, $120,148 from taxation and public funds, and $987,851 from tuition and other sources.

Public schools.—The 122 public schools, with 171 teachers, 43 males and 128 females, were attended by 8,700 pupils, of whom 4,275 were males and 4,425 females. To educate these, they possessed a total income of $98,770, of which $1,050 were derived from endowment, 55,425 from taxation and public funds, and $42,295 from other sources, including tuition.

Colleges.—The 14 colleges, with 113 teachers, 93 male and 20 female, had an attendance of 2,097 students, of whom 1,535 were males and 562 females. They possessed a total income of $203,329, of which $25,626 were derived from endowment, $17,250 from taxation and public funds, and $160,453 from other sources, including tuition.

Academies.—The 88 academies reported, with 206 teachers, 141 males and 65 females, were attended by 4,027 pupils, of whom 2,201 were males and 1,826 females. They possessed a total income of $190,592, of which $1,080 were derived from taxation and public funds, and $189,512 from other sources, including tuition.

Private schools.—The 1,722 day and boarding schools had 2,019 teachers, of whom 1,086 were males and 933 females, and were attended by 40,519 pupils, of whom 20,621 were males and 19,898 females. They possessed a total income of $505,501, of which $1,723 were derived from taxation and public funds and $503,778 from other sources, including tuition.

Libraries.—There were 1,409 public libraries, containing 386,020 volumes, and 2,762 private libraries, with 721,293 volumes; making in all 4,171 libraries, containing 1,107,313 volumes.

The press.—The 114 periodicals had an aggregate circulation of 143,840 copies, and an aggregate annual issue of 13,319,578 copies.

Churches.—Of the 2,582 churches, 2,405 had edifices, with 765,127 sittings, and the church property was valued at $5,277,368.

Pauperism.—Of the 3,280 paupers, 1,942 were native whites, 1,312 were native colored, and 26 were foreign-born.

Crime.—Of 1,244 persons imprisoned June 1, 1870, 331 were native whites, 901 native colored, and 12 foreign-born; 1,090 persons were convicted during the year.

Age and sex of population.—Of the total population 396,812 persons were from 5 to 18 years old, and of these 200,103 were males and 196,709 females; 890,056 were 10 years old and over, of whom 427,455 were males and 462,601 females.

Occupations.—There were 412,665 persons of these ages engaged in various occupations, of whom 337,464 were males and 75,201 females; 244,550 were engaged in agricultural pursuits, of whom 228,082 were males and 16,468 females; 98,521 in personal and professional services, of whom 45,407 were males and 53,114 females; 20,181 in trade and transportation, of whom 19,992 were males and 189 females; 49,413 in mechanical and manufacturing and mining industries, of whom 43,983 were males and 5,430 females.

Age and sex of working population.—Of the 412,665 employed persons, 48,346 were from 10 to 15 years old, of whom 33,954 were males and 14,392 females; 333,527 were from 16 to 59 years old, and of these 275,501 were males and 58,026 females; 30,792 were 60 years old and over, of whom 28,009 were males and 2,783 females.

SCHOOL OFFICIALS.

W. D. RUFFNER, *State superintendent of public instruction, Richmond.*

COUNTY AND CITY SUPERINTENDENTS.

County or city.	Superintendent.	Post-office.
Accomack	James C. Weaver	Onancock.
Albemarle	D. P. Powers	Scottsville.
Alexandria County and City	Richard L. Carne	Alexandria.
Alleghany and Craig	Robert L. Parrish	Covington.
Amelia	Dr. M. F. T. Evans	Paineville.
Amherst	W. B. Henley	Amherst C. H.
Appomattox	Chapman H. Chilton	Spout Spring.
Augusta	J. E. Guy	Staunton.
Bath and Highland	J. Henry Campbell	Monterey, Highland Co.
Bedford	Sidney L. Dunton	Liberty.
Bland	Rev. William Hicks	Bland C. H.
Botetourt	Rev. G. Gray	Fincastle.
Brunswick	B. B. Wilkes	Charlie Hope.
Buchanan	Jacob Baldwin	Grundy.
Buckingham	William Merry Perkins	Buckingham C. H.
Campbell	Dr. R. T. Lemmon	Castle Craig.
Caroline	Thomas R. Dew	Rappahannock Academy.
Carroll	D. B. Brown	Hillsville.
Charles City and New Kent	Rev. James A. Waddell	Providence Forge, New Kent County.
Charlotte	William W. Read	Charlotte C. H.
Chesterfield	B. A. Hancock	Black Heath.
Clarke	Jarvis Jennings	White Post.
Culpeper	Robert E. Utterback	Jeffersonton.
Cumberland	Dr. Richard P. Walton	Cartersville.
Dinwiddie	Roger P. Atkinson	Dinwiddie C. H.
Elizabeth City and Warwick	George M. Peek	Hampton, Elizabeth City County.
Essex	J. G. Cannon	Tappahannock.
Fairfax	D. McC. Chichester	Fairfax C. H.
Fauquier	William A. Cave	Salem, Fauquier County.
Floyd	Dr. C. M. Stigleman	Floyd C. H.
Fluvanna	Dr. P. J. Winn	Fork Union.
Franklin	William A. Griffith	Gogginsville.
Frederick	W. H. Gold	Winchester.
Giles	James R. Peck	Pearisburgh.
Gloucester	Rev. William E. Wiatt	Gloucester C. H.

County and city superintendents—Continued.

County or city.	Superintendent.	Post-office.
Goochland	Dr. O. W. Kean	Northside.
Grayson	Fielding R. Cornett	Elk Creek.
Greene and Madison	Rev. William A. Hill	Rapidan Station, Culpeper County.
Greenville and Sussex	John K. Mason	Hicksford, Greenville County.
Halifax	Henry C. Coleman	South Boston.
Hanover	J. B. Brown	Negro Foot.
Henrico	Dr. J. N. Powell	Richmond.
Henry	G. T. Griggs	Martinsville.
Isle of Wight	Col. E. M. Morrison	Smithfield.
James City and York	Col. James H. Allen	Burnt Ordinary
King and Queen and Middlesex	Dr. J. Mason Evans	Church View, Middlesex County.
King George and Stafford	Addison Borst	Fredericksburgh.
King William	Dr. John Lewis	King William C. H.
Lancaster and Northumberland	A. T. Cralle	Heathsville, Northumberland County.
Lee	Rev. William A. Taylor	Jonesville.
Loudoun	John W. Wildman	Leesburgh.
Louisa	Rev. L. J. Haley	Harris.
Lunenburgh	Robert M. Williams	Lunenburgh C. H.
Lynchburgh	A. F. Biggers	Lynchburgh.
Matthews	G. Taylor Garnett	Matthews C. H.
Mecklenburgh	Rev. Edward L. Baptist	Boydton.
Montgomery	George G. Junkin	Christiansburgh.
Nansemond	R. L. Brewer	Churchland, Norfolk Co.
Nelson	Patrick H. Cabell	Variety Mills.
Norfolk County	John T. West	Lake Drummond.
Norfolk City	W. W. Lamb	Norfolk.
Northampton	John S. Parker	Eastville.
Nottoway	Rev. Thos. 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	Patriek C. H.
Petersburgh	Sidney H. Owens	Petersburgh.
Pittsylvania	Rev. George W. Dame, D. D	Danville.
Portsmouth	James F. Crocker	Portsmouth.
Powhatan	Dr. P. S. Danee	Powhatan C. H.
Prince Edward	Rev. B. M. Smith, D. D	Hampden Sidney.
Prince George and Surry	Col. M. W. Rainey	Prince George C. H.
Princess Anne	Edgar B. Maeon	London Bridge.
Prince William	Major W. W. Thornton	Brentsville.
Pulaski	J. G. Cecil	Newbern.
Rappahannock	Henry Turner	Woodville.
Richmond and Westmoreland	Rev. W. W. Walker	Oldham's Cross-Roads, Westmoreland County.
Richmond City	James H. Binford	Richmond.
Roanoke	Major W. W. Ballard	Salem.
Rockbridge	Professor J. L. Campbell	Lexington.
Rockingham	Rev. George W. Holland	Harrisonburgh.
Russell	E. D. Miller	New Garden.
Scott	George H. Kendriek	Point Truth.
Shenandoah	John H. Grabill	Woodstoek.
Smyth	D. C. Miller	Seven-mile Ford.
Southampton	Dr. James F. Bryant	Franklin Depot.
Spottsylvania	John Howison	Fredericksburgh.
Tazewell	Rev. Jonathan Lyons	Tazewell C. H.
Washington	Rev. A. L. Hogshead	Oseeola.
Wise	William Wolfe	Big Stone Gap.
Wythe	Rev. James D. Thomas	Wytheville.

WEST VIRGINIA.

[From report of Hon. C. S. Lewis, State superintendent of instruction, for the scholastic year ended August 31, 1871.]

SCHOOL FUND.

The State school fund is invested as follows:

Stock in the First National Bank of Fairmont	$50,000 00
Stock in the First National Bank of Wellsburgh	18,800 00
Stock in the National Bank of West Virginia, at Wheeling	30,000 00
Stock in the Parkersburgh National Bank	40,000 00
United States registered Central Pacific Railroad bonds	37,000 00
United States registered Union Pacific Railroad bonds	35,000 00
United States 5-20 bonds	18,500 00
Certificates of United States 5-20 stock	45,800 00
Total	275,100 00

FINANCIAL STATEMENT.

Receipts.

State school fund	$212,711 38
Township levies	384,100 59
From other sources	25,258 47
Total receipts for 1871	632,070 44
Balance on hand at commencement of year	51,443 58
Total assets for school year	683,514 02

Increase in State school fund	$94,192 68
Increase from township levies	85,823 98
Total increase in receipts over last year	172,038 31
Total value of school property in State	1,266,711 08
Increase in value of school property over last year	209,273 14
Amount paid per pupil for tuition, 1871	4 77½
Amount paid per pupil for all purposes, 1871	7 54¼
Total expenditures for schools	365,685 21
Total expenditures from building fund	212,033 51
Total expenditures during the year	577,718 72
Increase in expenditures over last year	107,609 19

ATTENDANCE.

Number of males enrolled	41,586
Number of females enrolled	35,413
Total enrollment	76,999
Average attendance of males	28,758
Average attendance of females	22,578
Total average attendance	51,336

NUMBER OF PUPILS STUDYING THE VARIOUS BRANCHES.

Orthography	60,342
Reading	43,026
Writing	36,572
Arithmetic	24,317
Geography	10,263
English grammar	10,416
Algebra	697
Other branches	3,084

TEACHERS.

Number of male teachers	1,951
Number of female teachers	517
Total	2,468

SCHOOL DISTRICTS AND SCHOOL-HOUSES.

Number of school districts	2,339
Number of high schools	3
Number of graded schools	48
Number of common schools	2,272
Total number of schools	2,323
Number of school-houses	2,059
Number built during the year	151

SUMMARY OF STATISTICS.

Number enrolled in public schools	76,999
Average attendance	51,336
Number of teachers	2,468
Average salary of teachers per month	$32.69
Number of months taught	10,260.03
Certificates granted during the year	2,506
Number of visits of county superintendents	1,649

SCHOOL REPORTS.

The officers of some of the counties have failed to report, and the reports from others are incomplete. There are fifty-four counties in the State, and the city of Wheeling has a separate school organization. From the city of Wheeling and five counties only, have full statistical reports been made for the school year ended August 31, 1871. From twenty-one the reports received were incomplete in several important particulars, and from the residue they were very deficient. Therefore the summary given only approximates the actual results. Part of this is owing to the defective blanks furnished. This has been remedied, and the excuse for insufficient and incomplete reports will no longer exist.

A HOPEFUL PROSPECT.

Notwithstanding the many defects and deficiencies in the several reports, the results exhibited give just cause of hope and no cause of discouragement for the future educational interests of West Virginia. The number of teachers and scholars, schools and school-houses, and the number of months taught during the year are regularly increasing. The debts contracted for the purchase of land and the building of school-houses are being discharged. The permanent school-fund is annually augmenting, and the amount received from township levies increasing from year to year. Public sentiment is becoming awakened, interested, and enlightened on the subject of free-school education; opposition is withdrawing, and by its practical results our system is daily recommending itself to the judgment and affections of the people. The several county superintendents bear unmistakable testimony on this subject.

THE PEABODY FUND.

During the school year just closed, Dr. Sears, the general agent for the Peabody fund, has distributed $12,750 in aid of our common schools, and in August last he expressed a desire to continue his co-operation with the friends of our State school system, and thought he would be able, during the present year, to aid all our free schools that would probably comply with the terms and conditions theretofore prescribed by the board of trustees.

The agent of the fund reports as follows:

"Some apprehension was felt, in the early part of the year, that the convention which was to be held in the autumn for revising the constitution would abolish that feature of it which provided for free schools. Having been advised to suspend operations in the State till that question should be settled, I deemed it prudent to consult the superintendent of schools on the subject. He replied to my inquiries: 'I do not believe there is the least cause of apprehension from that body. True, we are not a unit on

the subject of free schools, but there is in this State no party that would dare to raise its hand against it.' The subsequent action of the convention verified these predictions. After a very earnest discussion of the subject, this part of the constitution was left untouched."

The distribution of aid to schools in this State is as follows: Wheeling, $1,500; Wellsburgh, Parkersburgh, Martinsburgh, Fairmont, $1,000 each; Clarksburgh and Grafton, $800 each; Buckhannon, Palatine, and Morgantown, $600 each; and to sixteen other places sums varying from $500 to $200. To four normal schools $2,000 have been given in sums of $500 each. An appropriation of $1,000 has been conditionally made for teachers' institutes, and another of $200 for a journal of education.

SCHOOL LAW.

Our school statistics clearly demonstrate the inefficiency of some provisions of the school law to accomplish the end proposed. It is suggested that some slight modifications be made which will render the law more practical, efficient, and salutary.

INDEPENDENT SCHOOL DISTRICTS.

A number of these have been created by special laws, and at each session of the legislature applications for others are made. An indiscriminate organization of independent districts is believed to be at variance with some of the most prominent features of our system, and otherwise injurious. It tends to localize the system by giving to wealthy neighborhoods the exclusive control of their own school-funds and schools, regardless of the wants and necessities of the other and often less-favored parts of the townships from which they are taken. It is recommended that special privileges be granted to none, except for special reasons, keeping in view at all times the uniformity, equality, and symmetry of our system, and its paramount purpose of extending to the children of all the citizens of our State the blessing of a free-school education.

DISTRICT TRUSTEES.

This feature of our system seems to meet with especial disfavor. It is reprehended and condemned by many, and approved by few, if any. Where friends and enemies alike concur, as in this instance, the conclusion is almost irresistible that the public-school interests demand some change.

TEXT-BOOKS.

Frequent and unnecessary changes in text-books are to be deprecated; but a fixed and unalterable series, except by legislative enactment, is not thought to be the most wise and salutary expedient that may be devised to avoid the evil. Some of the books named in the series now prescribed by law, after a trial for three years and more, are condemned as defective and unsuitable by many of our best teachers. That the authority to make such changes in the text-books as our educational interest may require should be more conveniently provided for, is considered important, and is most respectfully and earnestly recommended.

STATE TEACHERS' ASSOCIATION.

The session of this association was held at Ravenswood, in the county of Jackson, on the 27th of last June. It was numerously attended and quite successful in its results. To its agency may justly be attributed much of the impetus recently given to the cause of popular education in our midst. About seventy-five teachers were present, comprising representatives from twenty-two counties. Among the distinguished persons present may be mentioned Hon. E. E. White, of Columbus, editor of the National Teacher; Professor F. A. Allen, of Pennsylvania; Professor Kidd, the elocutionist; President Martin, of the State University; and Professors Crago and Gilchrist, principals of the State normal schools. After a three days' session the association adjourned to meet in Fairmont next summer.

NORMAL SCHOOLS.

These schools for the training of teachers must be regarded as indispensable to a successful common-school system. We have three of these schools, Marshall College, in the city of Huntington, one at Fairmont, and the other at West Liberty. Their condition is prosperous and promising of good results, and with confidence they are all recommended as eminently deserving a continuance of the fostering care of the State. It is also recommended that two, if not three, additional normal schools be established, one in the northeastern and the other in the southeastern part of the State.

WHEELING.

SCHOOL PROPERTY.

The borough of South Wheeling has been recently included within the city limits. Its school property is valued at $6,000. Exclusive of this, the estimated value of the public-school property of Wheeling is $145,500.

POPULARITY OF THE PUBLIC-SCHOOL SYSTEM.

Little more than twenty-three years have elapsed since the first establishment of public schools in the city of Wheeling. The movement at first met with great opposition from members of both political parties. In evidence that these schools have grown in the popular favor, may be stated the fact that whereas for a number of years after their organization the ratio of entire enrollment to entire population was about as 1 to 10, during the last scholastic year the total enrollment was equal to about one-sixth of the entire population. What our school system now needs is the crowning feature of a central high school. Although the public schools have done and are doing effective work, yet it can not be expected that they will compare favorably with the schools of other cities until the high school is added.

MARSHALL COLLEGE NORMAL SCHOOL.

This, the recognized head of our State normal schools, is under the immediate direction of a full, able, and efficient board of instruction. Its statistics for the present year exhibit an increased and growing prosperity. It has already taken high rank among kindred institutions of the country.

FAIRMONT STATE NORMAL SCHOOL.

The normal school located at Fairmont, on the banks of the Monongahela River, has had a varied history, but under its present corps of teachers it has acquired new impulses, and is giving promise of greater success. The number of pupils is much increased, and the work of the school more systematic and thorough. The results, so far, under the present administration of the school, are well calculated to encourage renewed efforts to place the institution on an independent footing, and to afford it every facility for expansion. More capacious buildings are needed; also a library for the use of normal pupils.

WEST LIBERTY STATE NORMAL SCHOOL.

This institution has entered upon its present school-year with an increased number of pupils, giving assurance of renewed prosperity and usefulness. Its board of instructors is substantially the same as heretofore, and is able, popular, and efficient.

WEST VIRGINIA UNIVERSITY.

The State university has an endowment of $100,000, mainly realized from a grant of land-scrip from the National Congress. Fifty thousand dollars have been contributed in grounds, buildings, and money, by the citizens of Morgantown. Regular appropriations are also annually made by the legislature. The board of regents consists of eleven gentlemen, one from each senatorial district. The grounds of the university consist of about twenty acres, finely adapted for a college campus. It does not appear from the report of the regents that any grounds have yet been purchased, as authorized and required by Congress, for experiments and improvements in agriculture.

Two State cadets from each regent's district are required by law to be taught free of charge for tuition, books, and stationery. Under the presidency of Doctor Martin, the university has risen to a first-class position among the literary institutions of the land. Beginning with less than forty students, last year's catalogue shows an aggregate of one hundred and seventy-one in attendance. The increase, so far, this year, indicates that the attendance will exceed two hundred. This success is, no doubt, owing in great measure to the wise adaptation of the university to the actual wants of the State. Other elements of success are the character, both as scholars and teachers, of the professors, the thorough instruction imparted, and the firm but kindly discipline maintained.

WEST VIRGINIA TEACHERS' ASSOCIATION.

This association held its session at Fairmont, at which an address of welcome was extended by ex-Governor Pierpont; other addresses were given by Professor Allen, of Pennsylvania; by Hon. C. S. Lewis, State superintendent; Professor Kidd, of Indiana, and others.

Hon. Mr. Lewis stated that in his travels through the State he had found no organized opposition to the public-school system; that all parties were equally in favor of such a system.

There was a general attendance of nearly all the prominent educators of the State, including several professors from the university, the principals and teachers of the State normal schools, and many county superintendents.

Resolutions were adopted, pledging every effort to promote free schools and promote higher education; that the office of county superintendent should be retained, and the incumbent designated by the teachers of the county; that the State superintendent should be designated by the teachers of the State in the State teachers' association; recommending teachers' institutes in every locality where the number of teachers will warrant; and that teachers who do not attend institutes or take educational works are recreant to duty, and not worthy the name of teacher.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 West Virginia was the twenty-seventh State in population, having 442,014 inhabitants within an area of 23,000 square miles, an average of 19.22 persons to the square mile. This population consisted of 424,033 whites, 17,980 colored, and one Indian. Of these, 424,953 were natives of the United States, and 17,091 were foreign-born. Of the foreign residents, 6,232 were born in Germany, 1,811 in England, and 6,832 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 82,193 persons attended school, and of these 407 were foreign-born. Of the 80,981 white scholars, 43,278 were males, and 37,703 females. Of the 1,212 colored scholars, 634 were males, and 578 females.

Illiteracy.—There were 81,490 inhabitants of all races, 10 years old and over, unable to write, and of these 3,101 were foreign-born.

Age and sex of illiterates.—Of the 71,493 white illiterates, 20,046 were from 10 to 15 years old, and of these 10,704 were males and 9,342 females; 11,721 were from 15 to 21 years old, and of these 5,808 were males and 5,913 females; 39,726 were 21 years old and over, of whom 15,181 were males and 24,545 females. Of the 9,997 colored illiterates 1,665 were from 10 to 15 years old, and of these 861 were males and 804 females; 1,704 were from 15 to 21 years old, of whom 844 were males and 860 females; 6,628 were 21 years old and over, of whom 3,186 were males and 3,442 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,445, having 2,828 teachers, of whom 2,070 were males and 768 females, to educate 104,949 pupils, of whom 55,238 were males and 49,711 females.

Amount and source of educational income.—The total income of all the educational institutions was $698,061, of which $15,300 were derived from endowment, $598,124 from taxation and public funds, and $84,637 from tuition and other sources.

Public schools.—The 2,371 public schools, with 2,687 teachers, 1,997 males and 690 females, were attended by 101,493 pupils, of whom 53,587 were males and 47,906 females. To educate these they possessed a total income of $599,811, of which $1,800 were derived from endowment, $575,324 from taxation and public funds, and $22,687 from other sources, including tuition.

Colleges.—The 6 colleges, with 49 teachers, 31 males and 18 females, had an attendance of 1,290 students, of whom 599 were males and 691 females. They possessed a total income of $58,300, of which $13,500 were derived from endowment, $22,800 from taxation and public funds, and $22,000 from other sources, including tuition.

Academies.—The 8 academies, with 20 teachers, 8 males and 12 females, were attended by 312 pupils, of whom 125 were males and 187 females. They possessed an income of $16,856, derived from tuition and other sources.

Private schools.—The 54 day and boarding-schools had 72 teachers, of whom 28 were males and 44 females, and were attended by 1,546 pupils, of whom 749 were males and 797 females. They possessed an income of $17,364, derived from tuition and other sources.

Libraries.—There were 638 public libraries, containing 152,183 volumes, and 1,090 private libraries, with 220,562 volumes; making in all 1,728 libraries, containing 372,745 volumes.

The press.—The 59 periodicals had an aggregate circulation of 54,432 copies, and an aggregate annual issue of 4,012,400 copies.

Churches.—Of the 1,529 churches, 1,018 had edifices, with 297,315 sittings, and the church property was valued at $1,835,720.

Pauperism.—Of the 994 paupers, 839 were native whites, 109 native colored, and 46 foreign-born.

Crime.—Of 191 persons imprisoned June 1, 1870, 138 were native whites, 37 native colored, and 16 foreign-born. One hundred and fifty-five persons were convicted during the year.

Age and sex of population.—Of the total population, 150,844 persons were from 5 to 18

years old, and of these 76,879 were males and 73,965 females; 308,424 were 10 years old and over, of whom 154,234 were males and 154,190 females.

Occupations.—There were 115,229 persons of these ages engaged in various occupations, of whom 107,076 were males and 8,153 females; 73,960 were engaged in agricultural pursuits, of whom 73,725 were males and 235 females; 16,699 in personal and professional services, of whom 9,636 were males and 7,063 females; 6,897 in trade and transportation, of whom 6,888 were males and 9 females; 17,673 in mechanical and manufacturing and mining industries, of whom 16,827 were males and 846 females.

Age and sex of working population.—Of the 115,229 employed persons, 6,212 were from 10 to 15 years old, of whom 5,608 were males and 604 females; 101,394 were from 16 to 59 years old, and of these 94,070 were males and 7,324 females; 7,623 were 60 years old and over, of whom 7,398 were males and 225 females.

SCHOOL OFFICIALS.

Hon. C. S. LEWIS, *general superintendent of free schools, Charleston.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office address.
Barbour	Simon Buckingham	Philippi.
Berkeley	Rev. William S. Penick	Martinsburgh.
Boone	John W. Mahan	Madison.
Braxton	Thornton J. Berry	Braxton C. H.
Brooke	John W. Hough	Bethany.
Cabell	Wm. Alger	Ouslie's Gap.
Calhoun	Alexander Rice	Grantsville.
Clay	S. B. Grose	Clay C. H.
Doddridge	F. J. Ashburn	West Union.
Fayette	H. K. Shumate	Fayette C. H.
Gilmer	John S. Withers	Glenville.
Grant	E. F. Vossler	Grant C. H.
Greenbrier	Walter C. Preston	Lewisburgh.
Hampshire	Townsend Clayton	Springfield.
Hancock	Thomas C. Carothers	Holliday's Cove.
Hardy	Philip W. Anderson	Moorefield.
Harrison	Cruger W. Smith, jr	Clarksburgh.
Jackson	George B. Crow	Jackson C. H.
Jefferson	William L. Wilson	Charlestown.
Kanawha	W. L. Hindman	Charleston.
Lewis	John S. Hall	Jacksonville.
Lincoln	I. V. Sweetland	Hamlin.
Logan	Crispin S. Stone	Chapmansville.
Marion	Dr. J. C. Barnes	Boothsville.
Marshall	Samuel R. Haven	Moundsville.
Mason	Dr. Charles T. B. Moore	Point Pleasant.
Mercer	Wm. M. Reynolds	Princeton.
Mineral	John W. Vandiver	Burlington.
Monongalia	Henry L. Cox	Morgantown.
Monroe	Augustus B. Beamer	Union.
Morgan	Wm. H. Potter	Sleepy Creek.
McDowell	George W. Payne	Perryville.
Nicholas	John S. Kern	Nicholas C. H.
Ohio	John C. Faris	West Liberty.
Pendleton	Andy Dyer	Franklin.
Pleasants	Richard Towzey	Saint Mary's.
Pocahontas	C. J. Stulling	Academy.
Preston	John H. Feather	Valley Point.
Putnam	Thomas P. Carpenter	Raymond City.
Raleigh	Alfred Beckley, sr	Raleigh C. H.
Randolph	Jacob J. Hill	Huttonsville.
Ritchie	Festus H. Martin	Pennsborough.
Roane	John B. Thompson	Spencer.
Summers	John H. Pack	Pack's Ferry.
Taylor	Perry Gawthrop	Pruntytown.
Tucker	Philetus Lipscomb	Saint George.
Tyler	J. Edgar Boyers	Middlebourne.
Upshur	L. B. Moore	Buckhannon.
Wayne	Charles B. Webb	Ceredo.
Webster	Charles W. Benedum	Webster C. H.
Wetzel	Wm. A. Newman	Knob Fork.
Wirt	Charles C. Little	Burning Springs.
Wood	Samson H. Piersol	Parkersburgh.
Wyoming	Theodore F. Bailey	Sun Hill.
Wheeling	F. S. Williams	Wheeling City.

WISCONSIN.

[From the report of Hon. Samuel Fallows, State superintendent of public instruction, for the scholastic year ended August 31, 1871.]

EDUCATIONAL FUNDS.

The amount belonging to each of the trust-funds of the State on the 30th day of September, was as follows:

School fund	$2,389,488 28
University fund	207,139 38
Agricultural-college fund	182,970 20
Normal-school fund	734,111 24
Total of educational funds	3,513,709 10

FINANCIAL STATEMENT.

Receipts.

Money on hand August 31, 1870	$388,856 94
From taxes levied for building and repairing	250,646 65
From taxes levied for teachers' wages	871,452 70
From taxes levied for apparatus and libraries	9,568 01
From taxes levied at annual town meeting	219,156 30
From taxes levied by county supervisors	195,615 14
From income of State school-fund	148,395 79
From all other sources	221,690 73
Total receipts	2,305,382 26

Expenditures.

For building and repairing	$305,198 79
For apparatus and libraries	6,549 65
For services of male teachers	503,954 60
For services of female teachers	790,055 99
For old indebtedness	101,750 80
For furniture, registers, and records	35,962 66
For all other purposes	195,616 32
Total expenditures	1,932,539 24

ATTENDANCE.

Scholastic population	420,948
Increase over last year	8,467
Scholastic population of districts maintaining school 5 or more months	418,358
Number of pupils enrolled in public schools	*265,285
Decrease from last year	2,606
Number of days' attendance of different pupils during the year	20,627,575
Increase over last year	315,649
Number of pupils who have attended private schools	17,267
Increase over last year	1,649
Number of children of school age not in attendance upon any school	126,764

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts	5,031
Number of districts reported	4,976
Number of schools with two departments	230
Number of schools with three or more departments	155
Whole number of graded schools	385
Increase over last year	50
Number of days in which schools have been taught by qualified teachers	848,200
Increase over last year	52,305
Average number of days in which schools were maintained, (estimated)	155
Number of schools visited by county superintendent	4,886
Increase over last year	205

*Of these, 2,338 are over or under the legal school age.

TEACHERS AND TEACHERS' PAY.

Number of teachers required for the schools	5,837
Increase over last year	176
Number of different teachers employed during the year	9,168
Average wages of male teachers in the country	$41.40
Average wages of female teachers in the country	$27.62
Average wages of male teachers in the cities	$105.30
Average wages of female teachers in the cities	$36.70
Number of certificates issued, (exclusive of the city and State certificates,) males, 2,272; females, 4,953	7,225
Number of certificates issued in cities	448
Number of State certificates granted	15
Total of teachers' certificates granted during the year	7,688

SCHOOL-HOUSES.

Number of public school-houses in the State	*4,933
Number of pupils the school-houses will accommodate	310,292
Increase over last year	13,923
Number of sites containing less than one acre	3,705
Number of sites well inclosed	1,353
Number of school-houses built of brick or stone	605
Increase over last year	25
Number of school-houses with outhouses in good condition	2,957
Decrease from last year	577
Highest valuation of school-house and site	$75,000
Total valuation of school-houses	3,441,120
Total valuation of sites	468,609
Total value of apparatus	81,138

APPORTIONMENT OF SCHOOL-FUND INCOME.

The ratio of apportionment for the past year was 39 cents per scholar. The apportionment is made on the basis of the number of children returned as residing in those districts which maintained school five or more months during the preceding year. No apportionment was made for those districts which did not maintain school at least five months during the preceding school year, except in some cases of peculiar hardship, which were provided for by special legislation. As such legislation is now prohibited, some general provision seems necessary, more especially in view of the destruction of so many school-houses in the northern portions of the State by the great fires of October last.

TEACHERS' INSTITUTES.

Forty-eight institutes have been held during the last school year, the largest number ever held in the State in one year.

At the request of the teachers of the State, on the recommendation of the State superintendent, the legislature at its last session appropriated $2,000 annually for the support of normal institutes, of not less than four weeks in length, to be held in counties not directly enjoying the benefits of the normal schools. It is expected that at least 800 teachers will be directly reached by these institutes the first season, and thereafter from 1,000 to 2,000.

STATE TEACHERS' ASSOCIATION.

The nineteenth annual meeting of this body was held at Madison on the 12th and 13th days of July last. Addresses were delivered by the president, Professor Peabody, of Harvard University, and others, and several valuable papers were read. The discussions held on various topics connected with the work of education, and the results of the meeting can not but be of benefit to the State.

STATE PRINCIPALS' ASSOCIATION.

The leading principals of public schools in the State have formed an association, and held a meeting at Madison in December last. Among other subjects discussed were, "Compulsory education," "How far may the State wisely prescribe matter and method of instruction in the schools it supports?" "What course of instruction best disciplines the child for good citizenship?" A resolution was passed which declares "that, in the opinion of this convention, it is both the right and the duty of the State to enforce the elementary education of all its children." It was also resolved to petition the legislature to make some provision for the education of feeble-minded children.

* This would be a decrease of 32 from last year. As a number of houses have been built, this is not probable.

STATE TEACHERS' CERTIFICATES.

The attention of teachers has been called to the desirability of their obtaining the highest certificates known to the law. Twenty persons presented themselves for examination in July. To fifteen of these certificates were awarded; seven of the first grade and eight of the second grade. It is recommended that limited State certificates, good for five years, be given to teachers who shall pass a successful examination in the studies required for a first-grade county certificate, with the addition of one or two more studies. It is believed the effect would be to stimulate many to reach at once a higher standard of qualification.

CHILDREN INCAPACITATED FOR COMMON-SCHOOL INSTRUCTION.

An effort has been made to ascertain the number of children who, from defect of vision, or of hearing, or of intellect, are incapacitated for instruction in the common schools. From eleven counties no returns have been made. The returns from the remaining twenty-five counties are as follows:

Incapacitated for instruction from defect of vision	136
Incapacitated for instruction from defect of hearing	218
Incapacitated for instruction from defect of intellect	351

In view of the fact that the most numerous of the three classes are those incapacitated by defect of intellect, the hope is expressed that the subject of providing for their education, as has been done for the other two classes, will receive the favorable consideration of the legislature.

COMPULSORY EDUCATION.

Alarm has been felt at the large number of persons of school age not in attendance upon the public schools. At the last session of the legislature it was enacted that each district clerk, in addition to the returns already provided for as to school attendance, shall report "the number of children attending school, any part of the year, between the ages of 4 and 7, 7 and 15, 15 and 20, respectively." The returns, though imperfect, show that nearly five-eighths of those who attend school are between the ages of 7 and 15. But still the attendance out of this class is 45,334 less than the whole number embraced in the class. The majority are no doubt kept away from school through the ignorance, neglect, or poverty of parents. This is precisely the class that should be regarded and cared for as the wards of the State. The subject is commended to the earnest attention of the legislature.

With regard to legislation in this matter, the superintendent says: "Although some legislation may be needed upon the subject of vagrancy and truancy, I do not think public sentiment would, as yet, sustain compulsory attendance upon our public schools. The more prevalent feeling seems to be that we must raise our schools to a higher degree of efficiency before we can sustain any law of this character."

THE COUNTY SUPERINTENDENCY.

This feature of the school system has been in operation nine years. The number of superintendents now in commission is sixty-three. An efficient county superintendency is the "right arm" of a State school system. "It is all important that the offices be filled with competent men, and these can be secured only by the payment of a reasonable salary. It is quite safe to say that, where the administration of the office has not given reasonable satisfaction, a niggardly policy has been content to employ inferior men, or to pay for but a portion of a competent man's time."

TOWNSHIP SYSTEM.

The superintendent strongly recommends more simplicity and unity in the school system. The general drift of intelligent opinion in this, as in other States, has been toward a preference for the "town system of school government," as distinguished from the "single district system." It is deemed important to keep the matter before the local school officers, and extracts are made from discussions of the subject. Attention is called to the fact that graded schools could be much more extensively introduced in the rural districts under the "town system."

ACADEMIES.

The fact noticed last year may be repeated with emphasis, namely, that there is a tendency to the extinction rather than increase of academies, arising from the fact that the high schools, normal schools, and the preparatory departments of the State university and the colleges absorb the larger share of academical students. In fact,

most of the colleges in the State are as yet in the academical rather than the collegiate stage of development. As they take a higher rank, it may be presumed that their preparatory departments will disappear, and that academics, a part of whose especial work it shall be to fit young persons for college, may be again built up and liberally sustained.

A bill was introduced at the last session of the legislature bearing upon this subject. It proposed the appropriation of $100,000 annually for the establishment of an academy in each county in the State having a population of 2,000 or over. Any county that shall establish such an academy in the manner prescribed shall receive $100 for every 1,000 inhabitants, provided that the county will raise at least an equal amount and provide for the necessary building.

NORMAL SCHOOLS.

These important institutions are in a prosperous condition. The Oshkosh school, opened September, 1871, has been placed in charge of G. S. Albee, A. M., formerly principal of the Racine high school, and widely known as one of the best educators in the State. Twelve students graduated during the year at Platteville and ten at Whitewater. The graduates of these institutions are filling responsible positions, with credit to themselves and their instructors. Nearly four hundred undergraduates are engaged in teaching in the common schools, with greater or less success.

The board of regents of normal schools at their meeting in June last directed that an institute course of six weeks in duration be held at the opening of the fall term of each normal school, for the benefit of teachers who are unable to take the requisite course for graduation.

INSTITUTE FOR THE EDUCATION OF THE DEAF AND DUMB.

The articulation class has been continued during the year with varied success. One section has constituted a regular class in the school, with uniform studies.

According to the present law the maximum school period is seven years. In some cases all that can be done for a pupil is accomplished in less time; but there are other cases where an extension of the time is very desirable. In consequence of this limitation the institute has not yet had the opportunity of illustrating the full measure of attainment possible to the deaf-mute. It is strongly recommended that the time be extended for those whose attainments warrant the privilege.

The work of the institution is hindered for want of suitable accommodations. The present edifice is not adapted to a school numbering over 150. Besides the 100 between the ages of ten and twenty, not now in school, a sufficient number arrive at the school-age every year to form a new class. "Immediate and prospective wants demand planning and execution without delay."

INSTITUTE FOR THE BLIND.

Instruction has been given during the year, as usual, in literature, music, and various branches of industry. Those which are usually styled "common branches" have received by far the greater amount of attention. In harmony there have been two classes. The orchestra numbers fourteen pieces. In the industrial department pupils have been taught broom-making. It is hoped that the law passed by the last legislature, providing for obtaining a census of blind children, may afford the means of communicating with the parents of such children, many of whom do not even know of the existence of an institution for their benefit.

UNIVERSITY OF WISCONSIN.

Since the last annual report, the regents have secured the services of Rev. J. H. Twombly, D.D., of Boston, as president of the university. Rev. J. W. Sterling, who has been identified with the institution for a quarter of a century, retains his position as vice-president.

The university report shows the institution to be in a very prosperous condition. The college classes are above the average of former years, both in numbers and scholarship, while an unusually large number of the preparatory students are fitting for the regular courses.

The university embraces, 1. The college of arts, in which are included the departments of agriculture, mining and metallurgy, and engineering; 2. College of letters; 3. Female college; 4. Law department; 5. Preparatory department, where pupils are fitted to enter either the college of arts or the college of letters.

The legislature of 1870 appropriated $50,000 for the erection of a college building for females, the first instance of a State appropriation for university buildings. The completion of this building and its opening, during the past year, mark an era in the history of the university. While other high educational institutions of the country

have opened their doors to ladies seeking college education, this State, it is claimed, has taken a step in advance of all the others in making such provision that they may avail themselves of all the privileges of the university, or may choose their studies entirely within the limits of a female seminary of the highest character. The board of visitors speak in high terms of this college. The report says: "The classes of ladies show a scholarship not inferior in any respect to those of the gentlemen." The board, however, "fail to see the necessity of having a distinct department, known as the female college," and "suggest the propriety of allowing ladies and gentlemen, pursuing the same studies, to recite together."

The military department is thoroughly organized, and placed under the direction of an officer of the United States Army. By action of the board of regents, military drill is required of all the members of the sophomore and freshman classes.

The department of agriculture is well organized and well conducted. The land given by Congress has been located, and when sold will afford abundant means for carrying on this department in the most liberal manner.

The law department offers peculiar advantages to students, from the fact that the law library of the State, which is the largest collection of the kind in the Northwest, is at all times accessible. The library of the historical society, numbering over 30,000 volumes, is also open to the students of this school.

The present income of the university is insufficient to meet its actual wants. It is estimated that at least $10,000 per annum will be needed to cover the deficiency. The choicest lands of the original grant by Congress, and of the agricultural college grant, have been sold by the State for $1.25 per acre only, and but a little over $500,000 will be realized from these grants when the remaining 86,000 acres shall have been sold.

The report of the board of regents says: "There is urgent need of books for the library; of apparatus for school-room and laboratories; of maps and furniture; all essential for thorough teaching, but entirely beyond the means at the disposal of the regents." "A stringent need is for a public hall or chapel, large enough to assemble the whole school." The regents urge upon the legislature to give the university a chapel, and such an annual appropriation as will enable the board to meet these pressing needs.

RIPON COLLEGE.

There are two courses of study, the classical and scientific—which extends over four years—and a normal course. The courses of study are open to students of both sexes. Young ladies, who wish, may assist in the domestic department, and thus pay in part for their board. Young men who need it may generally find remunerative employment, but the college does not agree to furnish it.

The progress of the college has been very encouraging. The endowment subscription has reached nearly $40,000, of which about $27,000 are paid in and well invested. But the work which the college is doing requires that its endowment fund should be raised to $100,000.

The cabinet is furnished with a valuable collection of minerals.

BELOIT COLLEGE.

A preparatory school is connected with this college, for which there is marked out a three years' course of study, in preparation for college, and a parallel three years' course for students who do not intend entering college.

Funds are provided to some extent for aiding indigent students who have the ministry in view. Through the board of education in Wisconsin, and the educational organizations of various denominations, young men of this class may receive assistance to the amount of from $60 to $80 a year during their preparatory course, and from $80 to $100 a year when in college.

RACINE COLLEGE.

The college charter provides that all the trustees shall be communicants of the Protestant Episcopal church. The object of the college is to educate youth in the principles of that church. There are four college classes, and a scientific school has been organized.

NASHOTAH THEOLOGICAL SEMINARY.

The object of this institution is to educate ministers for the Protestant Episcopal church. It is the outgrowth of a mission established in 1841. The seminary has heretofore been supported by voluntary contributions. Adequate endowments are essential to its permanence. The fund should be from $50,000 to $100,000.

WISCONSIN FEMALE COLLEGE.

Two scholarships have been founded during the year, and a fund of $1,000 has been given for the support of the principal. Several valuable donations of books, pictures, and coins have been received.

GALESVILLE UNIVERSITY.

This university offers both a classical and scientific course. Students completing the classical course receive the degree of Bachelor of Arts. Upon the completion of the scientific course young gentlemen receive the degree of Bachelor of Science, and young ladies that of Mistress of English Literature.

NORTHWESTERN UNIVERSITY.

This institution was founded by the Evangelical Lutheran Synod of Wisconsin. Instruction in some of the studies is given in the German language. The faculty and most of the students are German. The institution is open to both sexes.

MILWAUKEE ACADEMY.

Two general courses of study are laid down: an English and scientific course, and a classical course. There is also a preparatory department. The study of German is made a prominent feature of each course.

ROCHESTER SEMINARY.

This institution is under the control of the Free-Will Baptists, but, though denominational, it is not sectarian.

SAINT CLARA ACADEMY.

This academy is conducted by the Sisters of the Order of St. Dominic.

WISCONSIN ACADEMY OF SCIENCES, ARTS, AND LETTERS.

The academy was organized February 16, 1870, by a convention called for that purpose by the governor and more than one hundred other prominent citizens of the State.

The general objects aimed at were the material, intellectual, and social improvement of the State, and the advancement of science, literature, and the arts. The academy was broadly planned, so as to embrace every important interest of the State and every department of investigation looking to the advancement of knowledge.

One of its specific objects is a thorough scientific survey of the State, with a view to determine its mineral, agricultural, and other resources.

The departments named in the constitution are the department of sciences, the department of arts, and the department of letters. With a view to subsequent development, it is provided that "any branch of these departments may be constituted a section, and any section or group of sections may be expanded into a full department whenever such expansion shall be deemed important."

The present scheme of the departments is as follows: I. The department of speculative philosophy, (not yet organized.) II. The department of the social and political sciences, embracing jurisprudence, political science, political economy, education, public health, and social economy. III. The department of the natural sciences; embracing mathematics, physics, natural history, and medicine. IV. The department of arts; embracing the useful arts and the fine arts. V. The department of letters; embracing language, literature, and history.

Each department has its own officers, while all are under the direction of a general council. Three meetings are held annually for the reading and discussion of papers. The proceedings at these meetings, including abstracts of the papers read, are published in a periodical called The Bulletin.

The presidents of our colleges, as well as the professors connected therewith, distinguished scientists, and members of the several professions, have heartily united in the inauguration of this enterprise, and have shown their deep interest in its welfare by giving to it not only their moral and pecuniary support, but also the fruits of their intellectual labor. Since the organization of the academy, (1870,) forty-two papers on subjects embraced by the different departments have been prepared for its meetings.

The duties of all officers have been performed without compensation, and the expenses of members in making investigations and attending the meetings have been defrayed by themselves.

The museum of natural history and the useful arts has made considerable growth, and must eventually come to be exceedingly valuable to the State for scientific uses.

The present number of life members is 12; of annual members, 55; of corresponding members, 27.

INDUSTRIAL SCHOOL.

The managers of the Wisconsin Industrial School for boys report as follows: Number in school October 1, 1871, (boys, 237; girls, 2,) 239; whole number in school during the year, 288; whole number in school since July, 1860, 779. During the year 30 have

been returned to parents on ticket-of-leave; 8 have gone out to place on ticket-of-leave; the term of one has expired; 1 has been honorably discharged; 6 have escaped, and 3 have died. The expenses for the year amount to $32,387.95. The legislature, at its last session, appropriated $16,000 for the erection of another building, and $4,000 for the purchase of 40 acres of land.

In the government of the institution the family system has been adopted, with eminent success. In the school all the common branches of English education are taught.

A new branch of industry has been introduced—the cane-seating of chairs. This furnishes employment to a number of small boys who could not be employed in the other work-shops. The school is not self-sustaining. It is not considered important that it should be. Pecuniary profit is a small matter to be considered in an institution like this, intended for the reformation of character and the formation of honest, law-abiding citizens. Its usefulness can not be measured by money returns.

MILWAUKEE ORPHAN ASYLUM.

There have been 94 children in this institution during the year, 47 boys and 47 girls. Of these 9 have been given homes in families where they will be well cared for; 26 have been taken by their friends, leaving 59, the present number. Whole number since the foundation of the institution, 603. Colored orphans are received, and entitled to the same privileges as other children. A school is maintained and attended by all inmates over 3 years of age.

WISCONSIN STATE TEACHERS' ASSOCIATION.

The twentieth annual meeting of this association was held at Madison, July 9, 10, and 11; President Samuel Shaw, of Berlin, occupied the chair. An address of welcome was given by the president of the board of education of the city of Madison.

Addresses were given upon "Educators and their profession," by President J. H. Twombly, of the State University; an inaugural address, by President Shaw; on "Conscience and culture," by Rev. J. L. Dudley, of Milwaukee; by Dr. J. W. Hoyt, on "A national university;" on "The work in the Chicago schools during the past year," by Hon. J. L. Pickard. Essays and papers were read on "Woman's wages for teaching," by Miss Martha A. Perry; on the "Self reporting system," by W. C. Whitford; on "Rhetorical exercises," by A. Salisbury; on "The child," by Mrs. H. E. G. Arey; on the "State school system," by G. S. Albee; on "The county teacher," by Mrs. I. N. Stewart; on "Oral instruction," by D. E. Gardner.

Ex-Governor Fairchild also addressed the teachers very effectively.

Discussions were had on many of the papers read, and reports made upon educational progress in the State by a number of the county superintendents.

The session was divided into a high-school section, and an intermediate and primary section.

Messrs. A. Earthman and Warren D. Parker, a committee on the establishment of county academies, in closing a lengthy report on the subject, express the opinion that at present it would be impolitic to ask for a law for that purpose.

Resolutions were adopted re-affirming the duty of the State to provide for the education of the feeble-minded children of the State; urging greater efforts to secure normal training for teachers; approving the policy of holding teachers' institutes throughout the State; and indorsing the plan of a national university.

Officers elected: President, J. R. Purdy; vice-presidents, Dr. McGregor, T. C. Chamberlain, and Ella M. Stewart; secretary, M. T. Park; treasurer, D. E. Gardner; and an executive committee of five members.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Wisconsin was the fifteenth State in population, having 1,054,670 inhabitants in 53,924 square miles, an average of 19.56 persons to the square mile. This population was composed of 1,051,351 whites, 2,113 colored, and 1,206 Indians; 690,171 were natives, and 364,499 were foreign-born. Of the native residents 448,743 whites, 611 colored, and 918 Indians were born within the State, while of the foreign residents 162,314 were born in Germany, 28,192 in England, and 48,479 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 260,732 persons attended school. Of these 24,897 were foreign-born. The white scholars numbered 260,296, of whom 135,015 were males and 125,281 females. The colored scholars numbered 306, of whom 180 were males and 126 females; 60 male and 70 female Indians were also reported.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write was 55,441, of whom 41,328 were foreign-born.

Age, sex, and race of illiterates.—Of the 54,845 white illiterates, 9,274 were from 10 to 15 years old, of whom 5,030 were males and 4,244 females; 5,264 were from 15 to 21 years old, of whom 2,777 were males and 2,487 females; 40,307 were 21 years old and over—17,637 males and 22,670 females. Of the 360 colored illiterates 19 were from 10 to 15 years old—12 males and 7 females; 41 were from 15 to 21 years old—25 males and 16 females; 300 were 21 years old and over, of whom 185 were males and 115 females; 101 male and 135 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 4,943, with 7,955 teachers—2,511 males and 5,444 females, and with 344,014 pupils—176,541 males and 167,473 females.

Amount and source of educational income.—The total income of all the educational institutions was $2,600,310, of which $32,953 were derived from endowment, $2,027,876 from taxation and public funds, and $539,481 from tuition and other sources.

Public schools.—The 4,859 public schools had 7,669 teachers—2,383 males and 5,286 females, with 337,008 pupils—172,950 males and 164,058 females. They possessed a total income of $2,209,384, of which $350 were derived from endowment, $1,962,741 from taxation and public funds, and $246,293 from other sources, including tuition.

Colleges.—The 12 colleges had 99 teachers—62 males and 37 females; they were attended by 2,387 students—1,439 males and 948 females. They had a total income of $161,300, of which $30,603 were derived from endowment, $13,823 from taxation and public funds, and $116,874 from other sources, including tuition.

Academies.—The 5 academies had 24 teachers—6 males and 18 females, with 451 pupils—205 males and 246 females. They possessed a total income of $23,200, of which $2,000 were derived from endowment and $21,200 from tuition and other sources.

Private schools.—The 38 day and boarding schools had 51 teachers—6 males and 45 females, and were attended by 1,319 pupils—421 males and 898 females. They possessed an income of $46,625, derived from tuition and other sources.

Libraries.—There were 1,332 public libraries, with 378,680 volumes, and 1,551 private libraries, with 527,131 volumes; in all 2,883 libraries, with 905,811 volumes.

The press.—The 190 periodicals had an aggregate circulation of 343,385 copies, and an aggregate annual issue of 28,762,920 copies.

Churches.—Of the 1,864 church organizations, 1,466 had edifices, with 423,015 sittings, and the church property was valued at $4,890,781.

Pauperism.—Of the 1,126 paupers, 374 were native whites, 16 native colored, and 736 foreigners.

Crime.—Of 418 persons imprisoned, June 1, 1870, 192 were native whites, 23 native colored, and 203 foreigners. Eight hundred and fifty-seven persons were convicted during the year.

Age and sex of population.—Of the total population, 354,016 persons were from 5 to 18 years old, of whom 178,669 were males and 175,347 females; 751,704 were 10 years old and over, of whom 391,603 were males and 360,101 females.

Occupations.—Two hundred and ninety-two thousand eight hundred and eight persons of these ages were employed in various occupations, of whom 267,273 were males and 25,535 females; 159,687 persons were engaged in agricultural pursuits, of whom 158,300 were males and 1,387 females; 58,070 in personal and professional services, of whom 37,898 were males and 20,172 females; 21,534 in trade and transportation, of whom 21,342 were males and 192 females; 53,517 in manufacturing and mechanical and mining industries, of whom 49,733 were males and 3,784 females.

Age and sex of working population.—Of these 292,808 employed persons, 7,750 were from 10 to 15 years old, of whom 6,472 were males and 1,278 females; 266,699 were from 16 to 59 years old, of whom 243,457 were males and 23,242 females; 18,359 were 60 years old and over, of whom 17,344 were males and 1,015 females.

SCHOOL OFFICIALS.

Hon. SAMUEL FALLOWS, *State Superintendent of Public Instruction, Madison.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adams	J. M. Higbee	Plainville.
Ashland	John W. Bell	La Pointe.
Barron	A. B. Finley	Prairie Farm.
Bayfield	John McCloud	Bayfield.
Brown	Martin Lynch	Wrightstown.
Buffalo	Lawrence Kessinger	Alma.
Burnett	Marten McMillen	Grantsburgh.
Calumet	W. B. Minaghan	Chilton.
Chippewa	John A. McDonald	Chippewa Falls.
Clark	S. S. Smith	Loyal.

County superintendents—Continued.

County.	Superintendent.	Post-office.
Columbia	Le Roy J. Burlingame	West Point.
Crawford	F. D. Mills	Seneca.
Dane, first district	W. H. Chandler	Sun Prairie.
Dane, second district	O. J. Taylor	Middleton.
Dodge, east district	John A. Barney	Mayville.
Dodge, west district	L. M. Benson	Lowell.
Door	Chris. Daniels	Sturgeon Bay.
Douglas	Irvin W. Gates	Superior.
Dunn	W. S. Johnson	Menomonee.
Eau Claire	A. Kidder	West Eau Claire.
Fond du Lac, first district	W. L. O'Connor	Rosendale.
Fond du Lac, second district	Morris Moriarty	Armstrong's Corners.
Grant	W. H. Holford	Bloomington.
Green	Daniel H. Morgan	Monroe.
Green Lake	A. A. Spencer	Berlin.
Iowa	Thomas Patefield	Mifflin.
Jackson	John K. Hoffman	Black River Falls.
Jefferson	S. A. Craig	Fort Atkinson.
Juneau	A. O. Wright	New Lisbon.
Kenosha	T. V. Maguire	Paris.
Kewaunee	John M. Read	Kewaunee.
La Crosse	George Paton	Hamilton.
La Fayette	George A. Marshall	Darlington.
Manitowoc	Michael Kirwan	Manitowoc.
Marathon	Thomas Greene	Wausau.
Marquette	S. D. Forbes	Packwaukee.
Milwaukee, first district	James F. Divine	Lamberton.
Milwaukee, second district	James L. Foley	Butler.
Monroe	N. H. Holden	Sparta.
Oconto	Harding W. Gilkey	Oconto.
Outagamie	A. H. Conkey	Appleton.
Ozaukee	John T. Whitford	Grafton.
Pepin	D. F. Reid	Pepin.
Pierce	Eugene F. Case	Ellsworth.
Polk	Charles E. Mears	Osceola Mills.
Portage	W. R. Alban	Plover.
Racine	George Skewes	Ives' Grove.
Richland	William J. Waggoner	Richland Centre.
Rock, first district	Edson A. Burdick	Janesville.
Rock, second district	C. M. Treat	Clinton.
Saint Croix	J. R. Hinckley	Hudson.
Sauk	J. H. Terry	Spring Green.
Shawanaw	Charles R. Klebesadel	Shawanaw.
Sheboygan	Emmet A. Little	Plymouth.
Trempealeau	Amos Whiting	Trempealeau.
Vernon	Hartwell Allen	Newton.
Walworth	M. Montague	Allen's Grove.
Washington	Fred. Regenfuss	West Bend.
Waukesha	A. F. North	Pewaukee.
Waupaca	William B. Mumbrue	Weyauwega.
Waushara	Theodore S. Chipman	Berlin, Green Lake Co.
Winnebago	H. A. Hobart	Winneconne.
Wood	J. R. Emery	Grand Rapids.

ARIZONA.

The following letter from the governor of the Territory, Hon. A. P. R. Safford, who is also *ex-officio* superintendent of public instruction, gives the most recent information of the educational condition of the Territory:

EXECUTIVE OFFICE, *Tucson, A. T., July* 8, 1872.

SIR: In compliance with your request, I send you six copies of the school law of this Territory. No amendments have been made to the law since communicating with you before. The free-school system has been successfully inaugurated throughout the Territory, and a free school has been put in operation during the present year in every school district where there was a sufficient number of children, and have been or will be in all cases continued three months, in most of the districts six months, and in some nine months.

The present law is a very good one, needing some slight amendments. The territorial revenue should be increased, and no doubt will be, by the next legislature, as the Territory is out of debt and we shall have a considerable surplus in the treasury by the time the next legislature meets, and an increased sum can be paid for school purposes without additional taxation. The boards of supervisors should be compelled to levy a uniform tax for school purposes in every county. The trust is too sacred to leave to the discretion of three men. While in some counties a sufficient tax may be levied, in others it may not, and this is not doing equal justice to all the children of the Territory. I believe it should be the duty of governments to give all an equal start in life as far as education is concerned, and to do this the first and most important duty is to raise the necessary means. This being done, then parents should be compelled to send their children to school.

Before the free-school system was inaugurated in this Territory, many doubted its practicability, and but few believed it could be made a success; but now all, with one accord, are pleased with it, and I think but little difficulty will be met with in continuing and perfecting the system.

The larger portion of the children are of Mexican birth, and but few of them can speak the English language. They have been taught altogether in English, and their progress has been all that could be desired. Our funds have been limited, but every dollar has been used to pay the salary of teachers. Neither myself nor any officer charged with executing the law has charged or received anything for services.

As soon as the county superintendents send in reports, I will send you in detail a report of the schools of the Territory.

Respectfully, your obedient servant,

A. P. R. SAFFORD,
Ex-officio Superintendent Public Instruction.

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

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Arizona was the ninth Territory in population, having 9,658 inhabitants within an area of 113,916 square miles, an average of 0.08 person to the square mile. This population consisted of 9,581 whites, 26 colored, 20 Chinese, and 31 Indians. Of these 3,849 were natives of the United States, and 5,809 were foreign-born. Of the native residents, 1,221 whites, 1 colored, and eighteen Indians were born within its borders, while of the foreign residents, 379 were born in Germany, 134 in England, and 495 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 149 persons attended school, and of these 85 were foreign-born. Of these white scholars, 79 were males and 70 females.

Illiteracy.—There were 2,753 inhabitants of all races, 10 years old and over, unable to write, of whom 2,491 were foreign-born.

Age and sex of illiterates.—Of the 2,729 white illiterates, 299 were from 10 to 15 years old, and of these 177 were males and 122 females; 496 were from 15 to 21 years old, of whom 242 were males and 254 females; 1,934 were 21 years old and over, of whom 1,167 were males and 767 females. One male colored illiterate was reported, 21 years old; 12 male and 11 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was one, (a parochial or charity school,) having 7 female teachers to educate 132 pupils, 72 of whom were males and 60 females.

Amount and source of educational income.—The income of this educational institution was $6,000, derived from tuition and other sources.

Library.—There was one public library in the Territory, with 1,000 volumes, and 5 private libraries, with 1,000 volumes; making in all 6 libraries, containing 2,000 volumes.

The press.—The one periodical had a circulation of 280 copies, and an annual issue of 14,560 copies.

Churches.—Of the 4 church organizations, 4 had edifices, with 2,400 sittings, and the church property was valued at $24,000.

Crime.—There were 11 foreigners imprisoned June 1, 1870, and 29 persons were convicted during the year.

Age and sex of population.—Of the total population 1,621 were from 5 to 18 years old, of whom 831 were males and 790 females; 8,237 were 10 years old and upward, of whom 6,148 were males and 2,089 females.

Occupations.—There were 6,030 persons of these ages engaged in various occupations, of whom 5,734 were males and 296 females. Of these employed persons, 1,285 were engaged in agricultural pursuits, of whom 1,284 were males and 1 female; 3,115 in personal and professional service, of whom 2,979 were males and 136 females; 591 in trade and transportation, of whom 588 were males and 3 females; 1,039 in manufactures and mechanical and mining industries, of whom 883 were males and 156 females.

Age and sex of working population.—Of the 6,030 employed persons, 118 were from 10 to 15 years old, of whom 88 were males and 30 females; 5,833 were from 16 to 59 years old, and of these 5,578 were males and 255 females; 79 were 60 years old and over, of whom 68 were males and 11 females.

COLORADO.

From biennial report of W. C. Lothrop, superintendent of public instruction, for the scholastic years ended September 30, 1870, and September 30, 1871.]

FINANCIAL STATEMENT.

	1870.	1871.
Rate of school tax	$0 41	$0 41
Amount of school-tax levied	55,997 86	79,901 04
Amount of tax collected by county treasurer	44,996 60	47,387 53
Amount raised by taxation in the districts	19,842 79	33,886 49
Total amount of school fund	64,839 39	81,274 02
Amount expended for school purposes	53,763 14	67,395 48
Average cost of tuition for each pupil per month	3 63	3 66

ATTENDANCE.

	1870.	1871.
Number of white persons between 5 and 21 years	6,308	7,607
Number of colored persons between 5 and 21 years	109	135
Total scholastic population	6,417	7,742
Number enrolled in school	3,430	4,357
Average attendance	1,995	2,611

TEACHERS AND TEACHERS' PAY.

	1870.	1871.
Number of male teachers	75	80
Number of female teachers	57	84
Whole number of teachers	132	164
Average monthly pay of male teachers	$66	$69
Average monthly pay of female teachers	$57	$54

SCHOOL DISTRICTS AND SCHOOLS.

	1870.	1871.
Number of school districts	129	160
Number of schools	110	120
Average number of days school has been taught	86	92
Number of volumes in school libraries	132	652

SCHOOL-HOUSES.

Number of school-houses in 1870—brick, 4; stone, 2; frame, 36; log, 21; adobe, 5	68
Number of school-houses in 1871—brick, 4; stone, 4; frame, 41; log, 25; adobe, 6	80
Value of school-houses in 1870	$66,106 55
Value of school-houses in 1871	$82,574 05

CONDITION OF THE SCHOOL SYSTEM.

The superintendent, in reviewing the work of the past two years, finds much that needs yet to be accomplished. Whatever improvements he has been able to introduce, he considers to a great extent due to the cordial co-operation of the intelligent classes of citizens, and the active sympathy of teachers and school officers. It is believed that in the future, similar progressive measures, supported by the friends of education and wise legislation, will witness yet higher results. The importance of good schools as a means of attracting to the Territory the better class of those who are seeking homes in the West is strongly urged.

SCHOOL LAWS.

The present school law is considered, as a whole, a good one, and as affording an excellent basis for a complete system of education. Some amendments are suggested, as follows: "The imposing of a penalty for the failure of county commissioners to levy a school tax; apportionment of the school fund in accordance with the actual attendance at school, instead of in accordance with the enumeration; provision for the election of boards of education in cities and towns, giving to the municipal authorities the power to levy a tax for school purposes." The necessity for this change has been fully demonstrated in some of the districts. An amendment is also proposed providing for the granting of graded certificates, by a territorial board of examiners, appointed by the superintendent of public instruction, valid throughout the Territory for a period not longer than three years.

POLITICS IN SCHOOLS.

The superintendent is glad to be able to say that the schools of the Territory are not "run" as political machines, although the manner of electing school officers makes them to some extent dependent upon political parties; but in many instances the names of the school boards are selected from both political parties, and but one ticket is submitted to the votes of the people, political and sectarian prejudices being laid aside for the common good.

SCHOOL-HOUSES.

Proper attention to school architecture is considered indispensable in carrying out a true educational system. The style of a school building has its effect upon the deportment and progress of pupils. It is recommended that, no matter what the contemplated cost of the house, a professional architect be consulted. Greater attention to the lighting and ventilating of school-rooms is urged.

The proper furnishing of the school-room is also considered of the greatest importance. Careful inquiry proves that good school furniture of eastern manufacture is less expensive than common pine desks and seats made to order by carpenters in the Territory. This is commended to the consideration of school officers throughout the Territory.

COUNTY SUPERINTENDENCE.

This is established by law, and the territorial superintendent considers it indispensable to the proper working of the school system. "When only persons well qualified are elected to the office, it will do more than any other agency to make our schools what they should be."

TEACHERS.

Under the present school law no teacher can be employed, or receive any portion of the public school funds, without the county superintendents' certificate of qualification. They, therefore, can prevent the employment of incompetent teachers; but they must have the cordial co-operation of the district boards.

A great obstacle to the success of the school system is the frequent changes of teachers. This, in most instances, is attributable to want of sufficient compensation. District officers too frequently employ teachers of inferior qualifications, who "work cheap," that thereby the current expenses may be lessened, and the school continued for a longer time. The superintendent considers it far better that the school should be taught three months by a first-class teacher, than six months by a poor one. "Liberal salaries should be paid and good services be required in return."

TEACHERS' INSTITUTES.

Successful institutes have been held in Arapahoe and Boulder Counties. The county superintendents are urged to take measures to establish institutes in all the counties. They are considered the most efficient means of improvement for teachers, and they, in part, supply the place of normal schools, "an institution which, it is earnestly hoped, will soon be one among the many evidences of prosperity" in the Territory.

TEXT-BOOKS.

Uniformity of text-books is considered of the greatest importance in a system of public schools. Any change should be well considered, and frequent changes should, if possible, be avoided. In the absence of any provision of law, authorizing the introduction of a uniform series of text-books, the superintendent has not thought it advisable to recommend a special list of books. The multiplication of so many serial books on each branch of study is considered an evil, involving not only great expense, but a useless waste of time on the part of the pupils. It is believed that in the primary schools it would be better to dispense with text-books almost entirely.

GRADED SCHOOLS.

It is considered very essential that schools should be graded in accordance with the qualifications of the pupils, and separate teachers employed for each department. A great mistake is made in giving the charge of the primary classes to teachers of ordinary qualifications and but little experience. Good primary teachers are the most needed, and the most difficult to obtain.

Graded schools are in successful operation in Denver, Central, Black Hawk, and several other towns in the Territory.

TEACHERS' LIBRARIES.

The superintendent earnestly recommends that "in all counties where there is a sufficient number of teachers for the purpose, associations be formed, and teachers' libraries and other aids be purchased." It is also recommended that an appropriation be made for the purchase of educational works for the territorial library.

SCHOOL GOVERNMENT.

It is insisted that the "teachers' authority should be firmly maintained at all times and by whatever legitimate means are the most effectual. An appeal to the better nature should, in every case, be first thoroughly tried, and severer methods resorted to only in case of necessity." While believing that corporal punishment may, in the great majority of cases, be avoided, the superintendent can not fully coincide with those who insist upon its entire abolition.

TRUANCY AND TARDINESS.

These are referred to as great hinderances to the success of the schools. The remedy lies in the hands of parents. "If they could be sufficiently interested in the education of their children to see the absolute necessity of their regular attendance at school, it would be a great vantage-ground gained."

COMPULSORY EDUCATION.

A compulsory law would be of no avail in the Territory, while the school accommodations are so entirely insufficient as at present. This obstacle is being gradually overcome. When sufficient accommodations are provided it may become necessary to pass laws compelling all persons of school-age to attend school some portion of each year. The subject is considered worthy the careful attention of educators and legislators.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Colorado was the fourth Territory in population, having 39,864 inhabitants within an area of 104,500 square miles, an average of 0.38 person to the square mile. Of this population 39,221 were whites, 456 were colored, 7 were Chinese, and 180 were Indians. Of these 33,265 were natives, and 6,599 were foreigners. Of the native residents 6,277 whites, 45 colored, and 22 Indians were born within the Territory, and of the foreigners 1,456 were born in Germany, 1,358 in England, and 1,685 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 2,617 persons attended school, and of these 135 were foreign-born. The white scholars numbered 2,597, of whom 1,376 were males and 1,221 females. The colored scholars numbered 19—12 males and 7 females. One female Indian was reported.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 6,823, of whom 255 were foreign-born.

Age, sex, and race of illiterates.—Of the 6,564 white illiterates 970 were from 10 to 15 years old, of whom 483 were males and 487 females; 1,215 were from 15 to 21 years old, of whom 498 were males and 717 females; 4,379 were 21 years old and over, of whom 2,305 were males and 2,074 females. Of the 146 colored illiterates 8 were from 10 to 15 years old, of whom 4 were males and 4 females; 27 were from 15 to 21 years old, of whom 13 were males and 14 females; 111 were 21 years old and over, and of these 63 were males and 48 females. Thirty-four male and 79 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 142, with 188 teachers, of whom 89 were males and 99 females, and 5,033 pupils, 2,755 males and 2,278 females.

Amount and source of educational income.—The total income of all the educational institutions was $87,915, of which $73,375 were derived from taxation and public funds, and $14,540 from tuition and other sources.

Public schools.—The 124 public schools had 156 teachers, 81 males and 75 females, with 4,517 pupils, of whom 2,552 were males and 1,965 females. They possessed a total income of $75,025, of which $73,025 were derived from taxation and public funds, and $2,000 from tuition and other sources.

Academies.—The 2 academies, with 12 female teachers, were attended by 120 female pupils. They possessed an income of $5,800, derived from tuition and other sources.

Private schools.—The 16 private day and boarding schools had 20 teachers—8 males and 12 females, with 396 pupils—203 males and 193 females. They possessed a total income of $7,090, of which $350 were derived from taxation and public funds, and $6,740 from other sources, including tuition.

Libraries.—There were 30 public libraries with 11,385 volumes, and 145 private libraries with 27,959 volumes; making in all 175 libraries, with 39,344 volumes.

The press.—The 14 periodicals had an aggregate circulation of 12,750 copies, and an aggregate annual issue of 1,190,600 copies.

Churches.—Of the 55 church organizations, 47 had edifices, with 17,495 sittings, and the church property was valued at $207,230.

Pauperism.—Of the 19 paupers, 8 were native whites, and 11 foreigners.

Crime.—Of 19 persons imprisoned June 1, 1870, 11 were native whites, 5 native colored, and 3 foreigners; 32 persons were convicted during the year.

Age and sex of population.—Of the total population, 8,957 persons were from 5 to 18 years old, of whom 4,605 were males and 4,352 females; 30,349 were 10 years old and over, of whom 19,931 were males and 10,418 females.

Occupations.—There were 17,583 persons of these ages employed in various occupations, of whom 17,147 were males and 436 females; 6,462 persons, all males, were engaged in agricultural pursuits; 3,625 in personal and professional services, of whom 3,245 were males and 380 females; 2,815 in trade and transportation, of whom 2,813 were males and 2 females; 4,681 in manufacturing and mechanical and mining industries, of whom 4,627 were males and 44 females.

Age and sex of working population.—Of these 17,583 employed persons, 268 were from 10 to 15 years old, of whom 246 were males and 22 females; 17,157 were from 16 to 59 years old, of whom 16,748 were males and 409 females; 158 were 60 years old and over, of whom 153 were males and 5 females.

SCHOOL OFFICIALS.

W. C. LOTHROP, *territorial superintendent of public instruction, Denver.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office address.
Arapahoe	Frank Church	Denver.
Bent	R. M. Moore	Las Animas City.
Boulder	A. R. Brown	Boulder.
Clear Creek	William M. Clark	Georgetown.
Conejos	C. Stollsteimer	Guadalupe.
Costilla	Dario Gallegos	San Luis.
Douglas	Walter P. Miller	Larkspur.
El Paso	William M. Strickler	Colorado City.
Fremont	Warren R. Fowler	Cañon City.
Gilpin	H. M. Hale	Central City.
Greenwood	Jacob Gross, jr	Kit Carson.
Huerfano	A. J. Thomas	Butte Valley.
Jefferson	M. C. Kirby	Golden City.
Lake	H. C. Boon	Granite.
Larimer	James M. Galloway	Fort Collins.
Las Animas	Michael Beshoar	Trinidad.
Park	E. M. Innes	Hamilton.
Pueblo	Philip Zoeller	Pueblo.
Saguache	John Lawrence	Saguache.
Summit	George W. Mumford	Delaware City.
Weld	O. P. Bassett	Hillsborough.

DAKOTA.

[From report of Hon. J. M. Turner, superintendent of public instruction, for the scholastic year ended December 31, 1871.]

CONDITION OF SCHOOLS.

The annual reports of the county superintendents show a large increase in the number of schools during the year; but the failure of several school-district clerks in each county to forward their annual reports to the county superintendent makes the statistics imperfect and unsatisfactory.

During the past year many of the schools in each county have been visited, and generally found to be prosperous. New and commodious school-houses have been built in several of the older settled districts, and it is hoped the coming year will witness the displacement of a number of the log school-houses.

TEXT-BOOKS.

The diversity of text-books heretofore used in the schools of this Territory has been a hinderance to their prosperity. Some districts had adopted and were using almost exclusively one series; but these instances were very rare. The county superintendent of one of the most populous counties in the Territory says: "The books used are partly the National Series, with specimens of almost every series published in the United States for the past fifteen years." In October last the superintendent issued a circular with a view of uniformizing the text-books used in his jurisdiction.

SCHOOL PROSPECTS.

The coming year bids fair to be one of unexampled prosperity to our Territory. Railroads are being built, giving us increased facilities for immigration; our country is becoming more extensively known and better appreciated at the East; all of which give us reason to expect a large increase of our population, requiring the organization of many new school districts. With the faithful discharge of their duty by school officers, we may reasonably expect to see a decided improvement in the condition of our schools during the coming year.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Dakota was the eighth Territory in population, having 14,181 inhabitants, within an area of 150,932 square miles, an average of 0.09 person to the square mile. Of this population 12,887 were whites, 94 colored, and 1,200 Indians. Nine thousand three hundred and sixty-six persons were natives of the United States, and 4,815 were foreign-born. Of the native inhabitants, 1,307 whites, 16 colored, and 765 Indians were born within the Territory, while of the foreign residents 563 were born in Germany, 248 in England, and 888 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 1,144 persons attended school, of whom 136 were foreign-born. The white scholars numbered 1,128, of whom 606 were males and 522 females; the Indian scholars numbered 16, 8 males and 8 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 1,563, of whom 805 were foreign born.

Age, sex, and race of illiterates.—Of the 914 white illiterates, 114 were from 10 to 15 years old, of whom 56 were males and 58 females; 91 were from 15 to 21 years of age, of whom 44 were males and 47 females; 709 were 21 years old and over, of whom 403 were males and 306 females. Of the 31 colored illiterates, 2 were from 10 to 15 years old, 1 male and 1 female; 11 were from 15 to 21 years old, 3 males and 8 females; 18 were 21 years old and over, of whom 6 were males and 12 females. Two hundred and sixty-nine male and 349 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 35, with 52 teachers, 23 males and 29 females, and with 1,255 pupils, of whom 694 were males and 561 females.

Amount and source of educational income.—The total income of all the educational institutions was $9,284, of which $8,364 were derived from taxation and public funds, and $920 from tuition and other sources.

Public schools.—The 34 public schools had 48 teachers—22 males and 26 females, with 1,223 pupils, of whom 679 were males and 544 females. They possessed a total income of $8,684, of which $8,364 were derived from taxation and public funds and $320 from tuition and other sources.

Libraries.—There were 5 public libraries reported with 2,788 volumes, and 14 private libraries with 6,938 volumes; making in all 19 libraries with 9,726 volumes.

The press.—The 3 periodicals had an aggregate circulation of 1,652 copies, and an aggregate annual issue of 85,904 copies.

Churches.—Of the 17 church organizations, 10 possessed edifices, with 2,800 sittings, and the church property was valued at $16,300.

Crime.—Of 3 persons imprisoned, June 1, 1870, 1 was native white and 2 foreigners; 2 persons were convicted during the year.

Age and sex of population.—Of the total population 3,367 persons were from 5 to 18 years old—1,736 males and 1,631 females; 10,640 were 10 years old and over, of whom 7,047 were males and 3,593 females.

Occupations.—There were 5,887 persons of these ages employed in various occupations, of whom 5,727 were males and 160 females; 2,522 persons—all males—were engaged in agricultural pursuits; 2,704 in personal and professional services, of whom 2,562 were males and 142 females; 204, all males, in trade and transportation; 457 in manufacturing and mechanical and mining industries, of whom 439 were males and 18 females.

Age and sex of working population.—Of these 5,887 employed persons, 24 were from 10 to 15 years old, of whom 19 were males and 5 females; 5,727 were from 16 to 59 years old, of whom 5,575 were males and 152 females; 136 were 60 years old and over, of whom 133 were males and 3 females.

SCHOOL OFFICIALS.

Hon. J. M. TURNER, *superintendent of public instruction, Vermillion.* JAMES S. FOSTER, *deputy superintendent of public instruction, Yankton.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office address.
Bonhomme	F. Wells	Springfield.
Clay	S. A. Ufford	Vermillion.
Lincoln	John Falde	Canton.
Minnehaha	Cyrus Watts	Sioux Falls.
Turner	J. Childs	Swan Lake.
Union	J. W. McNeal	Elk Point.
Yankton	Rev. Joseph Ward	Yankton.

IDAHO.

RECEIPTS.

	1871.	1872.
Balance on hand beginning of school year	$4,226 03	$3,511 58
Received from Territory	.....	3,529 51
Received from county taxes	8,881 54	12,339 01
Received from district taxes	4,742 86	840 58
Received from miscellaneous sources	4,670 67	2,276 13
Total	22,521 10	22,496 81

EXPENDITURES.

	1871.	1872.
Expended for teachers' salaries	$14,020 43	$14,715 00
Expended for sites, buildings, &c	2,547 28	109 35
Expended for school libraries and apparatus	43 40	.....
Contingent expenses	2,392 00	2,395 21
Total	19,003 11	17,219 56

SCHOOL STATISTICS.

	1871.	1872.
Population according to census of 1870	.....	14,999
Legal school age	.....	521
Number of males of school age	784	982
Number of females of school age	808	896
Total scholastic population	1,592	1,898
Number enrolled in school	906	1,416

SCHOOL DISTRICTS AND SCHOOLS.

	1871.	1872.
Number of districts	35	37
Number of schools	28	32
Number of teachers, (male 26, female 34)	..	60
Average monthly pay of teachers	..	$162 50
Number of school-houses	21	26

CONDITION OF SCHOOLS.

The report shows the schools to be in a very favorable condition, and affords evidences of unusual activity throughout the Territory.

SCHOOL LANDS.

There have been no moneys paid into the territorial treasury on account of sales of school lands, although sections 16 and 36 of each township have been reserved by the United States for school purposes; the title to the same still being in the United States, this Territory has no jurisdiction over them, therefore no disposition of the same can be made.

DISTRIBUTION OF SCHOOL FUNDS.

The superintendent suggests that section 10 of the school law, passed January 13, 1871, be amended so that the entire amount of money held by the county treasurer for school purposes, and by him reported to the county superintendent, shall be divided *per capita* among the several districts, in proportion to the number of children in each, as shown by the last report of the school-census marshal of each district. This section of the law, as it now stands, is the subject of great complaint. I ask the earnest attention of the law-making power to this subject, as a school district containing ten children receives as much of the two-thirds distributed under the present law as does a district containing one hundred.

COUNTY SUPERVISION.

It would seem that the portion of section 15 of the school law of 1870 and 1871, in relation to the requirement that the county superintendents should visit the several schools in the county at least once a year, has been sadly neglected. The salaries as now allowed are quite sufficient to defray all the expenses and enable them to give a more full account of the condition of each school under their supervision to the territorial superintendent.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Idaho was the seventh Territory in population, having 14,999 inhabitants within an area of 86,294 square miles, an average of 0.17 person to the square mile. This population consisted of 10,618 whites, 60 colored, 4,274 Chinese, and 47 Indians. Of this population 7,114 were natives and 7,885 were foreign-born. Of the native inhabitants 921 whites, 2 colored, 2 Chinese, and 21 Indians were born within the Territory, while of the foreign inhabitants 599 were born in Germany, 540 in England, and 986 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 466 persons attended school, of whom 50 were foreign-born. The white scholars numbered 458, of whom 240 were males and 218 females. The colored scholars numbered 8, 4 females and 4 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 3,388, of whom 3,250 were foreign-born.

Age, sex, and race of illiterates.—Of the 486 white illiterates, 36 were from 10 to 15 years old, of whom 17 were males and 19 females; 28 were from 15 to 21 years old, of whom 9 were males and 19 females; 422 were 21 years old and over, 315 males and 107 females. Of the 16 colored illiterates, 1 male was from 10 to 15 years old; 2 were from 15 to 21 years old—1 male and 1 female; 13 were 21 years old and over, of whom 4 were males and 9 females; 2,872 Chinese and 14 Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 25, with 33 teachers, 23 males and 10 females, and with 1,208 pupils, of whom 602 were males and 606 females.

Amount and source of educational income.—The total income of all the educational institutions was $19,938, of which $16,178 were derived from taxation and public funds and $3,760 from tuition and other sources.

Public schools.—The 21 public schools had 26 teachers, 20 males and 6 females, with 1,048 pupils, of whom 527 were males and 521 females. They possessed an income of $16,178, derived from taxation and public funds.

Private schools.—The 3 private day and boarding schools had 3 teachers, 1 male and 2 female, with 105 pupils, 50 males and 55 females. They possessed an income of $2,060, derived from tuition and other sources.

Libraries.—There were 11 public libraries with 2,860 volumes, and 32 private libraries with 7,765 volumes; making, in all, 43 libraries with 10,625 volumes.

The press.—The 6 periodicals had an aggregate circulation of 2,750 copies, and an aggregate annual issue of 200,200 copies.

Churches.—Of the 15 church organizations, 12 had edifices, with 2,150 sittings, and the church property was valued at $18,200.

Pauperism.—Of the 4 paupers, 3 were native whites and 1 foreigner.

Crime.—Of 28 persons imprisoned, June 1, 1870, 17 were native whites, 1 native colored, and 10 foreigners. Twenty-six persons were convicted during the year.

Age and sex of population.—Of the total population 1,695 persons were from 5 to 18 years old, of whom 897 were males and 798 females. Thirteen thousand one hundred and eighty-nine were 10 years old and over, of whom 11,270 were males and 1,919 females.

Occupations.—There were 10,879 persons of these ages employed in various occupations, of whom 10,754 were males and 125 females; 1,462 persons—all males—were engaged in agricultural pursuits; 1,423 in personal and professional services, of whom 1,310 were males and 113 females; 721 in trade and transportation, of whom 720 were males and 1 female; 7,273 in manufacturing and mechanical and mining industries, of whom 7,262 were males and 11 females.

Age and sex of working population.—Of these 10,879 employed persons, 33—all males—were from 10 to 15 years old; 10,808 were from 16 to 59 years old, of whom 10,683 were males and 125 females; 38 males were 60 years old and over.

MONTANA.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Montana was the sixth Territory in population, having 20,595 inhabitants within an area of 143,776 square miles, an average of 0.14 person to the square mile. This population consisted of 18,306 whites, 183 colored, 1,949 Chinese, and 157 Indians. Of these 12,616 were natives of the United States, and 7,979 were foreign-born. Of the native residents 1,588 whites, 15 colored, 84 Indians, and 6 Chinese were born within its borders; while of the foreign residents 1,233 were born in Germany, 692 in England, and 1,635 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 919 persons attended school, and of these 24 were foreign-born. Of the white scholars, 499 were males and 420 females, a total of 919. No colored, Chinese, or Indian pupils were reported.

Illiteracy.—There were 918 inhabitants of all races, 10 years old and over, unable to write, of whom 524 were foreign-born.

Age, sex, and race of illiterates.—Of the 643 white illiterates, 105 were from 10 to 15 years old, and of these 69 were males and 36 females; 58 were from 15 to 21, of whom 29 were males and 29 females; 480 were 21 years old and over, of whom 399 were males and 81 females. Of the 68 colored illiterates, 4 were from 10 to 15 years old, of whom 2 were males and 2 females; 15 were from 15 to 21 years old, of whom 2 were males and 13 females; and 49 were 21 years old and over, of whom 34 were males and 15 females. The Indian and Chinese illiterates numbered 207.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 54, having 65 teachers, of whom 34 were males and 31 females, and 1,745 pupils—1,027 males and 718 females.

Amount and source of educational income.—The total income of all the educational institutions was $41,170, of which $30,434 were derived from taxation and public funds, and $10,736 from tuition and other sources.

Public schools.—The 45 public schools, with their 46 teachers, 33 males and 13 females, were attended by 1,544 pupils, of whom 965 were males and 579 females. To educate these they possessed a total income of $32,925, of which $30,434 were derived from taxation and public funds and $2,491 from tuition and other sources.

Academy.—The one academy, with its 8 female teachers, had an attendance of 50 pupils, 10 of whom were males and 40 females. It had an income of $1,200, derived from tuition and other sources.

Private schools.—The 7 private day and boarding schools had 7 teachers, 1 male and 6 females, and 130 pupils, 52 males and 78 females. They possessed an income of $5,245, derived from tuition and other sources.

Libraries.—There were 13 public libraries with 5,100 volumes, and 128 private libraries with 14,690 volumes; making in all 141 libraries, containing 19,790 volumes.

The press.—The 10 periodicals had an aggregate circulation of 19,580 copies and an aggregate annual issue of 2,860,600 copies.

Churches.—Of the 15 church organizations 11 had edifices with 3,850 sittings, and the church property was valued at $99,300.

Pauperism.—Of the 23 paupers 8 were native whites and 15 foreigners.

Crime.—Of 16 persons imprisoned, June 1, 1870, 13 were native whites, 1 native colored, and 2 foreigners; 24 persons were convicted during the year.

Age and sex of population.—Of the total population 2,101 were from 5 to 18 years old, of whom 1,134 were males and 967 females; 18,170 were 10 years old and over, of whom 15,517 were males and 2,653 females.

Occupations.—There were 14,048 persons of these ages engaged in various occupations, of whom 13,877 were males and 171 females. Of these 2,111 were engaged in agricultural pursuits, of whom 2,110 were males and 1 female; 2,674 in personal and professional services, of whom 2,515 were males and 159 females; 1,233 in trade and transportation, of whom 1,232 were males and 1 female; 8,030 in manufacturing and mechanical and mining industries, of whom 8,020 were males and 10 females.

Age and sex of working population.—Of the 14,048 employed persons 5 were from 10 to 15 years old, 1 male and 4 females; 14,011 were from 16 to 59 years old, of whom 13,846 were males and 165 females; 32 were 60 years old and over, of whom 30 were males and 2 females.

NEW MEXICO.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 New Mexico was the second Territory in population, having 91,874 inhabitants within an area of 121,201 square miles, an average of 0.76 person to the square mile. This population consisted of 90,393 whites, 172 colored, and 1,309 Indians. Of these 86,254 were natives of the United States and 5,620 foreign-born. Of the native residents 82,193 whites, 57 colored, and 925 Indians were born within its borders, while of the foreign residents 582 were born in Germany, 120 in England, and 543 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 1,889 persons attended school, and of these 59 were foreign-born. Of the white scholars 1,095 were males and 782 females—a total of 1,877. Of the 3 colored pupils 2 were males and 1 female; 5 male Indians and 4 females were also reported.

Illiteracy.—There were 52,220 inhabitants of all races, 10 years old and over, unable to write, of whom 2,909 were foreign-born.

Age, sex, and race of illiterates.—Of the 51,140 white illiterates 9,423 were from 10 to 15 years old, and of these 4,530 were males and 4,893 females; 9,690 were from 15 to 21 years old, of whom 3,956 were males and 5,734 females; 32,027 were 21 years old and over, of whom 14,892 were males and 17,135 females. Of the 109 colored illiterates 9 were from 10 to 15 years of age, of whom 5 were males and 4 females; 18 were from 15 to 21 years old, of whom 7 were males and 11 females; 82 were 21 years old and over, of whom 58 were males and 24 females; 331 males and 640 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 44, having 72 teachers, of whom 38 were males and 34 females, to educate their 1,798 pupils, 1,014 of whom were males and 784 females.

Amount and source of educational income.—The total income of all the educational institutions was $29,886, of which $1,200 were derived from taxation and public funds and $28,686 from tuition and other sources.

Public schools.—The 5 public schools, with 5 male teachers, were attended by 188 pupils, of whom 84 were males and 104 females. To educate these they possessed an income of $1,000, derived from tuition and other sources.

Colleges.—The one college, with 4 male teachers, was attended by 261 male students. It possessed an income of $4,500 from tuition and other sources.

Academies.—The 3 academies, with 17 female teachers, had an attendance of 235 female pupils. They possessed an income of $12,250, derived from tuition and other sources.

Private schools.—The 29 day and boarding schools had 34 teachers, of whom 25 were males and 9 females, and were attended by 775 pupils—467 males and 308 females. They had an income of $7,232, derived from tuition and other sources.

Libraries.—There were 33 public libraries, with 9,620 volumes, and 83 private libraries with 29,805 volumes—making in all 116 libraries, containing 39,425 volumes.

The press.—The 3 periodicals had an aggregate circulation of 1,525 copies, and an aggregate annual issue of 137,350 copies.

Churches.—Of the 158 church organizations 152 had edifices, with 81,560 sittings, and the church property was valued at $322,621.

Crime.—Of the 24 persons imprisoned June 1, 1870, 18 were native whites, 3 were native colored, and 3 foreigners. Nine persons were convicted during the year.

Age and sex of population.—Of the total population 29,312 were from 5 to 18 years old, of whom 14,440 were males and 14,872 females; 66,464 were 10 years old and upward, of whom 34,415 were males and 32,049 females.

Occupations.—There were 29,361 persons of these ages engaged in various occupations, of whom 26,281 were males and 3,080 females. Of these, 18,668 were engaged in agricultural pursuits, of whom 18,432 were males and 236 females; 7,535 persons in personal and professional services, of whom 5,542 were males and 1,993 females; 863 persons—all males—were engaged in trade and transportation; 2,295 in manufactures and mechanical and mining industries, of whom 1,444 were males and 851 females.

Age and sex of working population.—Of the 29,361 employed persons, 1,295 were from 10 to 15 years old, of whom 994 were males and 301 females; 26,250 were from 16 to 59 years old, and of these 23,633 were males and 2,617 females; 1,816 were 60 years old and over, of whom 1,654 were males and 162 females.

UTAH.

[From report of Hon. Robert L. Campbell, territorial superintendent of public instruction, for the scholastic year ended December 31, 1871.]

SCHOOL REVENUE.

The schools generally are sustained by tuition fees, which range from $2.50 to $8 per quarter. The amount of taxes appropriated to the use of schools during the year was $5,254; amount of building-fund raised, $32,907.70.

ATTENDANCE.

Number of boys between 4 and 16 years	14,434
Number of girls between 4 and 16 years	14,303
Total scholastic population	28,737
Number of male scholars enrolled	8,369
Number of female scholars enrolled	8,623
Total enrollment	16,992
Percentage of names enrolled	59.1
Average daily attendance	12,819
Percentage of school population actually attending school	44.6

TEACHERS.

Number of male teachers	197
Number of female teachers	161
Amount paid male teachers	$50,419 68
Amount paid female teachers	$28,141 85
Total paid to teachers	$78,561 53

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts	223
Number of districts reported	198
Number of schools	268
Number of months schools have been open	6.9

FINANCES.

An era in our financial status dawns upon us. The opening of new lines of railroad, the development of the mineral resources of the Territory, and the immunity enjoyed in 1871 by the husbandman from the "raids" of the grasshoppers, which have for the four years preceding, either partially or entirely destroyed our crops, have conspired to place us financially in a condition to increase our efforts for the aid and support of common schools. The lack of means meets trustees on every hand. Philanthropic trustees and teachers have done much toward schooling indigent children; this burden should be borne, not by a profession nor by individuals, but by the commonwealth. It is respectfully submitted whether the territorial tax should not be increased one-fourth of one per cent., and that this amount be appropriated for the use of common schools; also, that it be enacted that the tax collected by the counties from railroads, and the licenses by cities from banks, inure to the school fund. And it is further submitted whether the school fund is not the proper one to receive all fines, forfeitures, and escheats.

DONATIONS.

It is respectfully suggested that there should be an agent appointed in behalf of the Territory to solicit and receive benefactions which may be made to the common-school fund of the Territory. If any of the States or Territories have claims upon the generosity of philanthropists throughout the nation for assistance in their educational efforts, surely Utah, whose inhabitants are engaged in reclaiming the most arid and forbidding portion of the public domain, will not be forgotten.

FREE SCHOOLS.

The communications of county superintendents favor the adoption of a system of free schools. The public sentiment is sufficiently ripe to justify favorable legislation looking to that end. Antecedent to this, however, there is an essential preparatory work, without which the results anticipated from such a system will fail of realization. Taking advantage of the seventh section in the present school code, which authorizes the assessment and collection of one per cent. to pay teachers, several school districts have essayed to adopt the free-school system before they have erected the necessary buildings, or been able to supply the aids absolutely needed to make the work of the school-room approach success, and leaving almost entirely in the background the hiring of teachers of acknowledged ability. If, in the judgment of the assembly, it is deemed immature or unadvisable to inaugurate a system of free schools, the amendment of the present school code so as to authorize districts, by a two-thirds vote of the tax-payers in the same, to collect 1½ per cent. to pay teachers, would enable many districts that prefer the system of taxation to do so successfully.

COUNTY SUPERINTENDENTS.

Upon the efficiency of this officer much of our educational success depends. When the time arrives that county courts have funds sufficient and are so fully alive to school interests that they will be willing to employ practical educators of ability, allowing such a salary as will adequately compensate a county superintendent for the employment of so much of his time as may be necessary for the direction and regulation of the schools in the county, then a step will be taken which can not fail of producing a revolution greatly needed in our school system. Salt Lake County demands nearly the whole time of an efficient county superintendent, who should be a practical educator. Smaller counties may be divided into school districts, with a district superintendent, who should be the officer to hold institutes and give direction in the most approved methods of discipline and instruction to be adopted uniformly throughout the Territory.

TRUSTEES.

It is maintained by some of our educators that the trustees in cities should be relieved by educational boards, whose secretary should be city superintendent. County superintendents universally complain of the laxity of trustees in furnishing statistics. It is respectfully submitted whether it would not be the better method to allow some reasonable compensation for this labor, which could be performed by one of the trustees, to whom the county superintendent could address all communications with the assurance that the same would receive immediate attention.

TEACHERS.

Experience in Utah has demonstrated that the cheapest teachers have been those who were professional and whose abilities have commanded the highest salaries, and *vice versa*. The cry from north to south is, "Send us competent teachers." It is hoped that the day has passed in Utah when cheapness will be considered a teacher's greatest recommendation, and that it will not be long before we shall be willing to pay such salaries as will secure the best quality of instruction.

TEXT-BOOKS.

An effort has been made by the school authorities to secure and maintain uniformity in text-books; also, to reduce the prices of the same. The text-books in the schools, with the exception of the readers, are those that have been in use during the last ten years. The readers were objectionable, and from year to year prominent teachers urged a change. Recently this has been made, and the National Series of readers and spellers adopted. Changes are not desirable, and in our present immature financial condition are annoying.

SCHOOL APPARATUS.

To supply the district schools throughout the Territory with necessary school apparatus will require a considerable amount of means, as in some of the districts the furnishings are very meager.

NORMAL SCHOOL.

The superintendent renews his recommendation for the establishment of a normal school. A public block in the Twentieth ward of Salt Lake City is suggested as a suit-

able location. It has been also suggested that South Willow Creek would afford a good site for a normal school. In some respects it would be less objectionable than Salt Lake City, and it has the recommendation of being one of the first school districts in Utah to hire competent teachers and furnish the necessary school apparatus.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Utah was the third Territory in population, having 86,786 inhabitants within an area of 84,476 square miles, an average of 1.03 persons to the square mile. This population consisted of 86,044 whites, 118 colored, 179 Indians, and 445 Chinese. Of these, 56,084 were natives of the United States, and 30,702 were foreign-born. Of the native residents 41,211 whites, 39 colored, and 176 Indians were born within its borders, while of the foreign residents 358 were born in Germany, 16,073 in England, and 502 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 14,632 persons attended school, and of these 2,006 were foreign-born. Of the 14,616 white scholars 7,616 were males and 7,000 females. Of the 9 colored scholars 6 were males and 3 females; 1 male and 6 female Indian scholars were also reported.

Illiteracy.—There were 7,363 inhabitants of all races, 10 years old and over, unable to write, and of these 4,029 were foreign-born.

Age and sex of illiterates.—Of the 7,097 white illiterates 2,828 were from 10 to 15 years old, and of these 1,539 were males and 1,289 females; 952 were from 15 to 21 years old, and of these 523 were males and 429 females; 3,317 were 21 years old and over, of whom 1,137 were males and 2,180 females. Of the 22 colored illiterates 3 were from 10 to 15 years old, 2 males, and 1 female; 1 female was 21 years old; 18 were 21 years old and over, of whom 8 were males and 10 females; 209 male and 6 female Chinese, also 13 male and 16 female Indian illiterates, were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 267, having 408 teachers, of whom 207 were males and 201 females, to educate their 21,067 pupils, of whom 9,844 were males and 11,223 females.

Amount and source of educational income.—The total income of all the educational institutions was $150,447, of which $4,151 were derived from taxation and public funds, and $146,296 from tuition and other sources.

Private schools.—The 262 day and boarding schools had 398 teachers, of whom 201 were males and 197 females, and were attended by 20,772 pupils, of whom 9,683 were males and 11,089 females. They possessed a total income of $135,342, of which $4,151 were derived from taxation and public funds, and $141,191 from other sources, including tuition.

Libraries.—There were 74 public libraries, containing 31,493 volumes, and 59 private libraries with 7,684 volumes, making in all 133 libraries, containing 39,177 volumes.

The press.—The 10 periodicals had an aggregate circulation of 14,250 copies, and an aggregate annual issue of 1,578,400 copies.

Churches.—Of the 165 churches 164 had edifices, with 86,110 sittings, and the church property was valued at $674,600.

Pauperism.—Of the 51 paupers, 19 were native whites, 1 native colored, and 31 foreign-born.

Crime.—Nineteen native whites were in prison June 1, 1870. Twenty-seven persons were convicted during the year.

Age and sex of population.—Of the total population 30,416 persons were from 5 to 18 years old, and of these 15,344 were males and 15,072 females. Fifty-six thousand five hundred and fifteen were 10 years old and over, of whom 28,729 were males and 27,786 females.

Occupations.—Twenty-one thousand five hundred and seventeen persons of these ages were engaged in various occupations, of whom 20,442 were males and 1,075 females; 10,428 were engaged in agricultural pursuits, of whom 10,417 were males and 11 females; 5,317 in personal and professional services, of whom 4,384 were males and 933 females; 1,665 in trade and transportation, of whom 1,648 were males and 17 females; 4,107 persons in mechanical and manufacturing and mining industries, of whom 3,993 were males and 114 females.

Age and sex of working population.—Of the 21,517 employed persons, 832 were from 10 to 15 years old, of whom 597 were males and 235 females; 19,697 were from 16 to 59 years old, and of these 18,885 were males and 812 females; 988 were 60 years old and over, of whom 960 were males and 28 females.

SCHOOL OFFICIALS.

ROBERT L. CAMPBELL, *territorial superintendent of common schools.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Residence.
Beaver	A. M. Farnsworth	Beaver.
Box Elder	James Bywater	Brigham City.
Cache	Samuel Roskelly	Smithfield.
Davis	Chester Call	Bountiful.
Iron	W. C. McGregor	Parowan.
Juab	Thomas Ord	Nephi.
Kane	Seth Johnson	Toquerville.
Millard	F. M. Lyman	Fillmore.
Morgan	J. R. Porter	Porterville.
Piute*		
Rich	James H. Hart	Bloomington.
Salt Lake	Robert L. Campbell	Salt Lake City.
San Pete	William T. Reid	Manti.
Sevier*		
Summit	John Boyden	Coalville.
Tooele	A. Galloway	Tooele.
Utah	W. N. Dusenbury	Provo.
Wasatch	Thomas H. Giles	Heber.
Washington	George A. Burgon	Saint George.
Weber	W. W. Burton	Ogden.

* Entirely abandoned on account of Indian hostilities.

WASHINGTON TERRITORY.*

[From report of Hon. N. Rounds, territorial superintendent of public instruction, for the scholastic year 1872.]

SCHOOL STATISTICS.

Number of school districts	222
Number of school-houses	144
Number of schools taught	157
Number of persons of school-age, (4 to 21)	8,306
Number attending school	3,820
Amount of public money paid teachers	$28,088

CONDITION OF EDUCATIONAL INTERESTS.

There is a university at Seattle, a female seminary at Olympia, a conference seminary at Vancouver, and four Catholic schools.

A uniform series of text-books has been generally adopted in the public schools. Measures have been taken to increase the attendance at school by compulsory legislation.

Teachers' institutes are held in several of the judicial districts. Rev. George H. Atkinson, of Oregon, says of one of these institutes, held at Vancouver, Clarke County, which he attended: "It was a very profitable one. The people came out in good numbers, children took part, and teachers were wide awake."

SCHOOLS OF THURSTON COUNTY.

The superintendent of Thurston County reports 856 scholars in the county, of whom three-fifths have attended school. Number of school-houses, 18. The average length of time school has been kept is four months. The number of persons in the county over 21 years of age who can neither read nor write is 13.

It is stated that there have been more experienced teachers teaching in the county during the past year than at any previous time. It is feared, however, that these will not long continue without an increase of salary.

It has been found impracticable to adopt the books recommended by the territorial superintendent. There is not a general willingness on the part of parents to buy new books, and to use them in part would increase instead of diminish the diversity of books.

The superintendent urges the importance of teachers' institutes, and remarks: "It is just as necessary to have educational meetings to keep up sufficient interest as it is to have political meetings to save the country."

He urges the importance of making school-houses comfortable and attractive, and recommends the greatest care in the selection of teachers.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Washington was the fifth Territory in population, having 23,955 inhabitants to 69,994 square miles, an average of 0.34 person to the square mile. Of this population 22,195 were whites, 207 were colored, 234 were Chinese, and 1,319 were Indians. Of these 18,931 were natives of the United States, while 5,024 were foreign-born. Of the native residents 5,862 whites, 102 colored, and 968 Indians were born within its limits, while of the foreign residents 645 were born in Germany, 791 in England, and 1,047 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 3,537 persons attended school, of whom 214 were foreign-born. The white scholars numbered 3,503, of whom 1,864 were males and 1,639 females. The colored scholars numbered 29, 14 males and 15 females; and the Indian scholars numbered 5, 4 males and 1 female.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 1,307, of whom 503 were foreign-born.

Age, sex, and race of illiterates.—Of the 823 white illiterates 129 were from 10 to 15 years old, of whom 71 were males and 58 females; 78 were from 15 to 21 years old, of whom 44 were males and 34 females; 616 were 21 years old and over, 437 males and 179 females. Of the 34 colored illiterates 4 were from 10 to 15 years old, 2 males and 2 females; 6 were from 15 to 21 years old, 4 males and 2 females; 24 were 21 years old and over, of whom 15 were males and 9 females; 450 Indian illiterates were also reported.

* "The returns are partial, and their correctness is only approximate."—*Extract from letter of superintendent.*

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 170, with 197 teachers, 85 males and 112 females; and with 2,499 pupils, 2,816 males and 2,683 females.

Amount and source of educational incomes.—The total income of all the edueational institutions was $48,302, of which $800 were derived from endowment, $30,326 from taxation and public funds, and $17,176 from other sources, including tuition.

Public schools.—The 154 public schools had 158 teachers, 75 males and 83 females; with 4,760 pupils, 2,456 males and 2,304 females. They possessed a total income of $33,746, of which $30,326 were derived from taxation and public funds, and $3,420 from tuition and other sources.

Colleges.—The 2 colleges had 8 teachers, 5 males and 3 females, and were attended by 199 students, 140 males and 59 females. They had a total income of $4,800, of which $800 were derived from endowment and $4,000 from other sources, including tuition.

Academy.—The 1 academy had 4 teachers, 2 males and 2 females, with 61 pupils, of whom 29 were males and 32 females. It possessed an income of $1,188, derived from tuition and other sources.

Private schools.—The 11 private day and boarding schools had 20 teachers, 3 males and 17 females, with 358 pupils, 135 males and 223 females. They possessed an income of $7,068, derived from tuition and other sources.

Libraries.—There were 30 public libraries, with 13,552 volumes, and 72 private libraries, with 19,810 volumes, making, in all, 102 libraries with 33,362 volumes.

The press.—The 14 periodicals had an aggregate circulation of 6,785 copies, and an aggregate annual issue of 396,500 copies.

Churches.—Of the 47 church organizations, 36 had edifices, with 6,000 sittings, and the church property was valued at $62,450.

Pauperism.—Of the 20 paupers, 13 were native whites, 2 native colored, and 5 foreigners.

Crime.—Of 19 persons imprisoned, June 1, 1870, 7 were native whites, 1 native colored, and 11 foreigners. Twenty persons were convicted during the year.

Age and sex of population.—Of the total population, 6,458 were from 5 to 18 years old; and of these 3,332 were males and 3,126 females; 17,334 were 10 years old and over, of whom 11,611 were males and 5,723 females.

Occupations.—Nine thousand seven hundred and sixty persons of these ages were employed in various occupations, of whom 9,524 were males and 236 females; 3,771 persons were engaged in agricultural pursuits, of whom 3,759 were males and 12 were females; 2,207 in personal and professional services, of whom 2,000 were males and 207 females; 1,129 in trade and transportation, of whom 1,127 were males and 2 females; 2,653 in manufacturing and mechanical and mining industries, of whom 2,638 were males and 15 females.

Age and sex of working population.—Of these 9,760 employed persons, 45 were from 10 to 15 years old, of whom 37 were males and 8 females; 9,532 were from 16 to 59 years old, of whom 9,310 were males and 222 females; 183 were 60 years old and over, of whom 177 were males and 6 females.

WYOMING.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Wyoming was the tenth Territory in population, having 9,118 inhabitants, within an area of 97,883 square miles, an average of 0.09 person to the square mile. This population consisted of 8,726 whites, 183 colored, 66 Indians, and 143 Chinese. Of these 5,605 were natives of the United States, and 3,513 were foreign-born. Of the native residents 259 whites, 2 colored, and 32 Indians were born within its borders, while of the foreign residents 652 were born in Germany, 556 in England, and 1,102 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 364 persons attended school, and of these 28 were foreign-born. Of the 363 white scholars 178 were males and 185 females. The 1 colored pupil was a male.

Illiteracy.—There were 602 inhabitants of all races, 10 years old and over, unable to write, and of these 336 were foreign-born.

Age and sex of illiterates.—Of the white illiterates 41 were from 10 to 15 years old, and of these 22 were males and 19 females; 28 were from 15 to 21 years old, of whom 14 were males and 14 females; 412 were 21 years old and over, of whom 326 were males and 86 females. Of the colored illiterates 1 male was 10 years old; 3 males were from 15 to 21 years old; 45 were 21 years old and over, of whom 33 were males and 12 females; 33 male and 1 female Chinese, 8 male and 30 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 9, having 15 teachers, of whom 7 were males and 8 females, to educate 305 pupils, of whom 190 were males and 115 females.

Amount and source of educational income.—The total income of all the educational institutions was $8,376, of which $2,876 were derived from taxation and public funds and $5,500 from tuition and other sources.

Public schools.—The 4 public schools, with 4 teachers, (2 male and 2 female,) were attended by 175 pupils, of whom 100 were males and 75 females. To educate these they had an income of $2,876, derived from taxation and public funds.

Private schools.—The 5 day and boarding schools had 11 teachers, (5 males and 6 females,) and were attended by 130 pupils, of whom 90 were males and 40 females. They had an income of $5,500, derived from tuition and other sources.

Libraries.—There were 11 public libraries, with 1,103 volumes; also, 20 private libraries, with 1,500 volumes; making in all 31 libraries, containing 2,603 volumes.

The press.—The 6 periodicals had an aggregate circulation of 1,950 copies, and an aggregate annual issue of 243,300 copies.

Churches.—Of the 12 church organizations 12 had edifices with 3,500 sittings, and the church property was valued at $46,000.

Crime.—Of the 13 persons imprisoned June 1, 1870, 7 were native whites and 6 foreign-born; 24 persons were convicted during the year.

Age and sex of population.—Of the total population 856 were from 5 to 18 years old, of whom 449 were males and 407 females; 8,059 were 10 years old and over, of whom 6,650 were males and 1,409 were females.

Occupations.—Six thousand six hundred and forty-five persons of these ages were engaged in various occupations, of whom 6,345 were males and 300 females; 165 persons were engaged in agricultural pursuits, of whom 164 were males and 1 female; 3,170 in personal and professional services, of whom 2,898 were males and 272 were females; 1,646 males were engaged in trade and transportation; 1,664 persons were engaged in manufactures and mechanical and mining industries, of whom 1,637 were males and 27 females.

Age and sex of working population.—Of the 6,645 employed persons 4 were from 10 to 15 years old, of whom 1 was a male and 3 females; 6,633 were from 16 to 59 years old, and of these 6,337 were males and 296 females; 8 were 60 years old and over, of whom 7 were males and 1 female.

DISTRICT OF COLUMBIA.

SCHOOL STATISTICS.

[For the school year ended August 31, 1872.]

Area of the District of Columbia, including the cities of Washington and Georgetown, and an adjacent rural district, generally known as the county, 64 square miles.

Population, United States census, 1870:	
Washington	109,199
Georgetown	11,384
County	11,117
Total	131,700
School population, (age 6 to 17 years, inclusive:)	
Washington	25,935
Georgetown	2,882
County	2,854
Total	31,671
Pupils enrolled in public schools, 1871–'72:	
Washington	12,989
Georgetown	1,032
County	1,534
Total	15,555
Aggregate number of pupils in private schools, 1872, (report of United States Commissioner of Education)	5,882
Whole number of seats provided for pupils in the public schools, 1871–'72:	
Washington	11,643
Georgetown	1,008
County	1,412
Total	14,063
Whole number of teachers in the public schools, 1871–'72:	
Washington	213
Georgetown	19
County	31
Total	263
Valuation of taxable property, 1871–'72:	
Washington	$62,400,000
Georgetown	5,900,000
County	6,500,000
Total	74,800,000
School tax, (per cent.,) 1871–'72:	
Washington	$0.006
Georgetown	.0025
County	.004
Total receipts from school tax, &c., 1871–'72:	
Washington	$318,701 98
Georgetown	13,519 96
County	23,418 13
Total	355,640 07

Total payment for public-school purposes, 1871–'72:	
Washington	$425,743 98
Georgetown	14,266 00
County	39,985 96
Total	479,995 94
Value of public-school property:	
Washington	$870,000
Georgetown	27,100
County	54,600
Total	951,700

No change has been made in the organizations of the public-school system of the District since the last report. The schools are still under the control of four boards of trustees, each one entirely independent of the others. One board has charge of the white schools of Washington, one of the white schools of Georgetown, one of the white and colored schools outside the city, (known as county schools,) and one of the colored schools of Washington and Georgetown. The members of the first three are appointed by the governor. The fourth board is appointed by the Secretary of the Interior.

The school revenue of the District is derived almost entirely from taxation, and in no other part of the United States is so heavy a school tax levied. The rate of tax for 1871–'72 was, in Washington, .006 ; in Georgetown, .0025; in the county, .004.

WASHINGTON.

WHITE PUBLIC SCHOOLS.

Hon. J. O. WILSON, *superintendent.*

White population	73,731
White school population	17,403
Number of pupils enrolled in white public schools	8,764
Average enrollment	6,734
Average attendance	6,231
Per cent. of attendance on average enrollment	92.5
Number of pupils in private schools	5,704
Number of regular teachers in public schools	130
Number of special teachers in public schools	8
Whole number of teachers	138
Amount paid for teachers' salaries	$102,477 90
Amount paid for incidental expenses	$63,605 18
Amount paid for permanent improvements	$132,476 96
Cost of tuition per pupil	$24 66

The result of the past year's labor, as exhibited in the annual report, affords unmistakable evidence of improvement in the common-school system, and indicates a growing tendency on the part of all classes to avail themselves of its advantages.

RECOMMENDATIONS OF THE SUPERINTENDENT.

The superintendent repeats the recommendations contained in his last report, that a normal or training school, and a high school, be established without delay. He recommends the erection of a large building for the female schools of the second district, and one or more buildings for primary schools in other districts; also, that steps be taken for training and educating such boys as are found unmanageable in the public schools. He urges the active co-operation of the board with the Delegate in Congress to secure the donation of public lands to aid public education in the District.

NEW PUBLIC-SCHOOL BUILDINGS.

During the past year the Cranch building, containing 6 rooms, and the Jefferson building, with 20 rooms, accommodating 1,200 pupils, have been completed. The latter edifice comprises a center building 111 by 59 feet, and two adjoining wings, each 30 feet 9 inches front by 88 feet deep. The height of the building is 60 feet. The third story contains the public hall, which occupies 4,600 square feet and is capable of seating 1,200 persons. There are six play-grounds, two under each wing, each 41 feet 6 inches by 27 feet, and two under the rear of the center building, 27 by 39 feet 6 inches

each. The dedicatory exercises took place December 7, 1872. Addresses were made by several gentlemen, from whose remarks the following extracts are taken:

Hon. J. O. Wilson, superintendent of public schools for white children in Washington, said: "The name with which the board of trustees of public schools have thought proper to honor this grand edifice calls up the earliest efforts made to establish a system of public education in the city of Washington.

"In August, 1805, the first board of trustees of public schools was organized, and Thomas Jefferson was unanimously elected president of the board. Mr. Jefferson's letter of acceptance is in the following words:

"'MONTICELLO, *August* 14, 1805.

"'SIR: A considerable journey southwardly from this has prevented my sooner acknowledging letters from yourself, from Mr. Gardiner, and S. H. Smith, announcing that I had been elected by the city council a trustee of the public schools to be established at Washington, and by the trustees to preside at their board. I received, with due sensibility, these proofs of confidence from the city council and the board of trustees, and ask the favor of you to tender them my just acknowledgments. Sincerely believing that knowledge promotes the happiness of men, I shall ever be disposed to contribute my endeavors toward its extension, and, in the instance under consideration, will willingly undertake the duties proposed to me, so far as other paramount obligations will permit my attention to them.'

"Mr. Jefferson was re-elected annually, and continued president of the board for three successive years, when his term of office as President of the United States expired and he returned to Monticello.

"Two schools were established at first, one in the east and one in the west section of the city; and it was ordered that two school-houses, each 50 by 20 feet, should be built, at a cost not exceeding $1,200 each. The part of the city in which we are now convened was ignored in this order. Here might have been seen at that time an unbroken wilderness; but if a willful wrong was then done, *South* Washington is amply and nobly revenged to-day."

Governor Cooke spoke in strong terms of the "claim of the District of Columbia to a share of the beneficence of the National Government, so liberally extended to all the other Territories of the United States in aid of education. As early as 1805 a memorial was presented to Congress upon this subject. Through two-thirds of a century of great history the righteousness of that prayer has been of no avail; but still our faith abides that this little Territory, forever excluded from the full benefits and high privileges of the Union, will at least receive a fair equivalent to the rich dower bestowed upon each of her more favored sisters."

Hon. B. G. Northrop, secretary of the Connecticut board of education, after alluding to the vast improvement of the Washington City public schools during the last ten years in buildings, supervision, instruction, and public regard, spoke of the good influence of the public school on all, rich or poor, who attended its instruction. "The high school is truly democratic; it is a leveler, and, best of all, it always levels *up*."

"Washington has lately made munificent expenditures for schools, but they will prove your most profitable investments. I advocate the most rigid economy in all things, but this is by no means a synonym for parsimony. A mere saving of money is not economy where there is a proportionate loss of something of greater value. In the beautiful letter in which Penn took leave of his family, he said to his wife, 'Live low and sparingly until my debts be paid.' Yet for his children he added, 'Let their learning be liberal, spare no cost, for by such parsimony all is lost that is saved.' Many, unlike Penn, would 'save' and curtail all educational expenses, that they may leave a larger fortune for half-educated children to squander in luxury and idleness, forgetting that a good moral and mental training is the richest and safest legacy, the best safeguard against prodigality. Without it the sudden inheritance of wealth will be likely to transform the frugal boy into a reckless spendthrift.

"American and European schools have their distinctive excellences, and can each learn much from the other. Of late the schools of Prussia have been overpraised. Though justly lauded by Horace Mann, Professor Stowe, and others thirty years ago, they do not retain the same pre-eminence. Relatively there has been greater progress in some other lands. Stimulated, indeed, by their illustrious example, others have overtaken them in the race. These remarks apply to the general public-school system, and not to their magnificent universities and other higher institutions. For graduates of our colleges, with fixed principles, studious habits, and disciplined minds, the great universities of Europe proffer the means of higher culture than America can yet furnish. But for our youth the so-called golden opportunities of continental culture have been greatly exaggerated. For them our schools are better than the European. To send our boys away to foreign boarding-schools is a great mistake. This is one of the fashionable follies which is just now having its day, for with fashion one can not reason.

"Laws, customs, manners, and institutions educate as well as the schools. Like an atmosphere, these influences surround the child, and unconsciously mold his character.

These elements, healthful and invigorating in republics, are repressive in monarchies, where you witness on every hand an obsequiousness to rank, a deference to usage, an unquestioning submission to mere authority, which are unfriendly to the elasticity, the independence, and, still more, to the aspirations of the juvenile mind. The *gens d'armes* standing at every corner make only one of many reminders that there is always near you, or rather over you, the outstretched arm of resistless power. In the knowledge of men and things, in courage and aspiration, in push and energy, in solid utility, and the adaptation of means to ends, American education means more than that of any other nation."

Mr. Northrop also spoke of the points in which our schools excel those in Europe, viz: 1. School architecture; 2. Ventilation; 3. School furniture; 4. Text-books, 5. Rapid mental combinations in arithmetic; 6. Geography and map drawing; 7. Religious instruction; 8. School government; 9. Co-education of the sexes; and said, if time permitted, he could present twenty particulars in which the schools of Europe excel ours, and in reference to which we may follow their example and ought to do so.

Professor Tyndall said that he had followed all the exercises with the keenest interest. He could not resist the invitation to be present. He was anxious to learn something of the manner of the education of American youth from personal observation. What he had seen had deeply interested him. He had spent two years of his life in educating the young, and it was one of the greatest pleasures he had ever experienced to see the young mind brighten and expand. He referred to the German educational system. It was a splendid one, but not suitable for America.

Senator Patterson expressed himself as believing that all the States owe a debt of gratitude to the District of Columbia for what it has done during the years past, and for the reason that the people of the District were in a certain sense the representatives of all the people. Strangers judge very much of the whole country by what they see here. The substantial advancement accomplished in ten years was most gratifying. He thought that Congress, in its failure to set apart a portion of the public domain for the support of schools in the District, had perhaps acted too much on the principle that "to him that hath shall be given, but from him that hath not shall be taken away even that which he hath."

Mr. Mori, the embassador from Japan, spoke of himself as the only representative present of a nation with whom education is at its dawn. The exercises had given him the greatest pleasure. He sketched briefly the new plan of education that had just been adopted in Japan.

The United States Commissioner of Education was invited to address the audience, but declined to make any extended remarks on account of the length of the previous exercises.

The following letter was received from the President of the United States:

EXECUTIVE MANSION,
Washington, D. C., December 6, 1872.

MY DEAR SIR: I regret that I shall be unable to be present, in accordance with your very polite invitation, at the formal opening and dedication to-morrow of the Jefferson school building. The cause of education is one in which all good citizens must take great interest, and the praiseworthy efforts in behalf of that great object made by the District of Columbia can but be a source of great gratification to its citizens, and reflect much credit upon the officers in charge of the work.

It would afford me much pleasure to be present to-morrow, if my public engagements would allow, and I beg you to accept my thanks for your kind invitation.

Very respectfully, yours,

U. S. GRANT.

Mr. J. ORMOND WILSON,
Superintendent of Public Schools.

COLORED PUBLIC SCHOOLS OF WASHINGTON AND GEORGETOWN.

GEORGE F. T. COOK, *superintendent.*

Colored school population of Washington and Georgetown	9,328
Number of children enrolled in colored schools	4,661
Average enrollment	3,481
Average attendance	3,261
Increase over last year in attendance	271
Per cent. of attendance	93.6
Number of school-houses	9
Number of sittings in all the school-houses	4,259
Number of schools, (primary 41, secondary 17, intermediate 10, grammar 7)	75
Number of teachers, (female)	84
Average monthly pay of teachers	$63
Average number of pupils to a teacher	47
Amount of receipts for colored public schools, (1871–'72)	$127,183 94

The report for 1871–'72 shows a gain of 6 schools and 13 teachers over the year previous. It is an indication of increasing stability in the schools that, while the total enrollment is less than the year before, the average attendance has increased. Another indication of improvement is the great reduction in the per cent. of tardiness in nearly all the schools. The past year has been altogether one of great prosperity and advancement.

A high school has been established, which it is hoped will act in a measure as a training school until the establishment of a normal school. Several graduates from this and the grammar schools are already teaching in the public schools of the city, with marked success.

Music is taught in all the schools, two special teachers being employed for the purpose.

Examinations are held semi-annually, and promotions made, based upon the standing of the pupils in these examinations.

The rules relating to the course of study in these schools provide that lessons which require study after school hours shall not be given to pupils in the primary schools, and lessons that require more than two hours of study shall not be required of pupils in the intermediate or grammar schools.

DEDICATION OF THE SUMNER PUBLIC-SCHOOL BUILDING.

This building, though not the first in school capacity, is altogether the finest that has yet been erected for the colored schools, and will compare favorably with the best school buildings in the Northern States. It contains 9 school-rooms, 3 recitation rooms, and a spacious hall, used at present for the high school. It is heated throughout with steam, and is well ventilated. The basement is occupied by two large play-rooms. It is probably the finest colored public-school edifice in the United States. The building was named by the board of trustees of colored schools in honor of Hon. Charles Sumner. The exercises connected with the dedication took place September 2, 1872. From the addresses made upon this occasion the following remarks are extracted:

George F. T. Cook, superintendent of the colored schools of Washington and Georgetown, briefly reviewed the history of the colored public schools in the District. The first school was organized in March, 1864, and the first school-house built in the winter of 1864–'65. This building contained four rooms, two of which were illy adapted to school purposes, and the internal arrangements were of the poorest order. The number of school-houses has increased to 9. Some of these buildings, in convenience, comfort, and architectural beauty, are not surpassed in the District. The number of teachers has increased from 3 to 84, and the number of pupils from 100 to nearly 5,000. All this has been done in less than 8 years. Experience has shown that the style of school buildings has a potent influence upon the deportment and character of the children. As they improve, the children are more regular in attendance, more devoted to study, and evince a nicer sense of propriety.

General N. P. Chipman, who represented Governor Cooke on this occasion, received from the trustees, in the name of the District of Columbia, the keys of Sumner school building, "a temple of education worthy of the man whom it is intended to honor by bearing his name." He paid a glowing tribute to the liberality of the citizens of Washington in sustaining education, remarking that, notwithstanding the complaints entered against taxation, no murmur ever escaped them against supporting their public schools, and closed by complimenting the officers of the colored schools upon their management and the success which had attended their efforts.

General John Eaton, United States Commissioner of Education, being called upon, remarked: "You ask me to add to the expressions of this interesting occasion. This high-school building for the colored children of Washington, combining, as it does, the grace of architecture with all the appliances and furnishing of the best modern school-buildings, this audience, and the wise words that have been addressed you by the able speakers who have preceded me, each and all are full of significance, and teach a lesson to which no art, no oratory, no sculpture, no painting, can give full expression. They recall all the past of this race, which is even now merging into the fullness of freedom; they are an earnest of the present with its rich fruition, and a pledge of the nobler promise of the future—that future, the grounds of whose hope rest upon the solid, underlying present fact of free schools.

"What a step this day marks, from that time when to this whole people even the knowledge of the alphabet was forbidden by law; that day when they had no control of the labor of their own hands; no possession of their own person; no certainty in the dearest and holiest relations of husband and wife, of parent and child; when they held all things wholly at the will of another. Through the great transitions of the past few years, the pupils who are to enjoy the privileges of this school, the people whose race is to be directly benefited, have come each into the possession of his own person, and to the enjoyment of all the personal rights and privileges guaranteed to every citizen in the American Constitution. These changes are manifest in the appearance of this audience.

"This building, now dedicated to learning, is set apart to assure the growth of these youth in knowledge and virtue. Here they are to receive education as free as the light and air of heaven. What words of mine can add to the significance of such an occasion? Shall I attempt to gild fine gold?

"The thought that comes to me most forcibly is that this school building, grand as it is, indispensable as it is, is, nevertheless, but the instrument and not the end; and with all its cunning appliances must fail unless there is on the part of teachers, competency, diligence, faithfulness; on the part of school officers, wisdom, watchfulness, and earnestness; and on the part of parents, an intelligent appreciation, and daily and hourly sympathetic co-operation, so as to secure the regular and punctual attendance and attentive and assiduous efforts of the pupils. Without these, this noble building will stand here as a monument of folly rather than a temple of wisdom. The motives which will inspire a high endeavor must be brought out, emphasized, and fixed in the minds of all. No indolent acceptance of good gifts will avail to win the harvests that should here ripen and be garnered. Effort—earnest, persistent, unremitting—on the part of each, is the law of success in the domain of mind as of matter."

COLLEGES, LIBRARIES, MUSEUMS, ETC.

In compliance with the demands upon this office for information respecting the various 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." An account of the system pursued by the institution and of its museum and library, was given in the report of this bureau for 1871.

The permanent fund of the institution has been increased from $541,000 to upward of $700,000, by savings and judicious investments.

While attention has been given to all parts of the original law of Congress in relation to the institution, the latter has contributed to advance almost every branch of science, as evinced by the eighteen volumes of its series of quarto publications entitled "Smithsonian Contributions to Knowledge;" while it has diffused valuable information through its two other series, viz, "Miscellaneous Collections" and "Annual Reports." The character of these publications is briefly given by Professor Henry in his report of 1871. The first consists of memoirs containing positive additions to science resting on original research, and which are generally the result of investigations to which the institution has in some way rendered assistance. "Miscellaneous Collections" are composed of works intended to facilitate the study of branches of natural history, meteorology, &c., and are designed especially to induce individuals to engage in studies as specialties.

The annual report, besides an account of the operations, expenditures, and condition of the institution, contains translations from works not generally accessible to American students, reports of lectures, extracts from correspondence, &c. The President of the United States is, *ex officio*, presiding officer of the institution, and Chief Justice Chase is president of the Board of Regents.

AMERICAN UNION ACADEMY OF LITERATURE, SCIENCE, AND ART.

The objects of this academy, which was organized 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 sciences. 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.

The regular meetings of the academy are held on the last Monday of each month. At these meetings, papers approved for reading by the appropriate committees 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., was the first president of the academy. After the departure of Dr. Draper for Europe, Dr. Francis Lieber was elected president. The recent death of Dr. Lieber left a vacancy not yet filled.

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 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 in 1871.

The college consists of three departments, viz: 1. The academic department, including the preparatory and collegiate department, with six professors and two assistant professors. 2. The law school, with three professors, (located on Fifth street, between D and E streets, northwest.) 3. The medical school, with seven professors, not including several emeritus professors.

At present the law school has about 150 students; the medical school, 53; and the academic school, 120. At the last commencement of the institution the academic school graduated 7, the medical school 7, and the law school 70 students. Professor Lemuel Tyler, LL. D., is instructor of the senior law class, and Professor John O. Riley, M. D., is dean of the medical faculty.

A library of considerable magnitude is attached to the college.

HOWARD UNIVERSITY.

Howard University, General O. O. Howard, LL. D., president, is located near the head of Seventh street, just outside of the northern boundary of Washington. It was organized by a special act of Congress in 1867, and forms a part of a general system of institutions of learning which have grown out of the continued action of benevolent associations in concert with the Freedmen's Bureau, which in some instances established, and in others aided in establishing, these institutions.

It was intended as a national institution for higher education in the training of teachers and in 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. Miner Hall, for the lodgment of female students, is three stories in height, and will accommodate 100 persons. Clark Hall, the lodging-house for young men, will accommodate 200 students. In its basement is a large room adapted to military drills and gymnastic exercises.

The buildings for the medical and normal departments, and hospital, with their grounds, adjoin the university park. The general hospital connected with this department will accommodate 300 patients. (An account of this will be found under the head of "Statistics of charitable institutions in the District of Columbia.")

The university at present (November, 1872) consists of seven departments, viz: The normal, with 180, the preparatory, with 60, the collegiate, with 32, the law, with 71, the commercial, with 30, the medical, with 37, and the theological, with 26 students. Connected with the university is a grammar school of 30 pupils, taught by a lady student. Rev. J. B. Reeves, (colored,) D. D., is professor of theology; and has been the means of fitting for the ministry many able and worthy young men. Professor John M. Langston, A. M., is the dean of the law school. A marked feature in the educational progress of the District, of special interest, has been the graduation within two years of 26 young colored men, and 1 lady, from the law department of the university, under the instruction of Professor Langston. In spite of previous disadvantages, they gave proof of thorough and excellent attainments in their professional studies. Of the 27 graduates mentioned, 18 are practicing law, and the remainder have remunerative positions for which their legal knowledge peculiarly fits them.

Although, at first, assisted by the Government in establishing the institution, the trustees of the university now depend upon yearly contributions and endowments, and moneys derived from students for board and tuition. Toward a purposed endowment of $300,000, $100,000 have been subscribed. President Grant, Hon. David Clark, Hon. Gerrit Smith, Professor John M. Langston, and John Taylor, esq., of London, are among the principal contributors.

The university possesses a library of over 6,500 volumes, a mineralogical cabinet, a museum of curiosities, and a picture gallery. About two-thirds of the students are of African descent; the remainder are of different nationalities, including whites, Indians, Chinamen, &c.

GEORGETOWN COLLEGE.

Georgetown College, Rev. John Early, S. J., president, conducted under Roman

Catholic auspices, is situated on the heights of Georgetown, District of Columbia. It was founded by the Rev. John Carroll, S. J. subsequently the first archbishop of Baltimore. The first building was erected in 1789. The classical department was opened in 1792, and in March, 1815, the college was raised by Congress to the rank of a university. The faculty of the college consists of the president and 21 professors.

The degree of Bachelor of Arts is conferred on those students only who have completed the regular course satisfactorily.

A course of mathematics and one of the modern languages are obligatory upon all the classical students.

Two general examinations are had during the year: the minor, or "middle," in January, at the end of the first term, and the major, or "final," in June.

At the beginning of each month the marks and the standing of the students in their respective classes for the preceding month are publicly proclaimed and testimonials awarded to those who have attained the prescribed degree of excellence.

A quarterly report of the standing in class, the progress, and general conduct of each student, is sent to his parents or guardian.

The classical department had 179 students at the close of the term in June last.

The medical department, Noble Young, M. D., president, was organized in May, 1851, and has 10 instructors. The lecture-rooms are at the corner of Tenth and E streets, northwest. During the past year 62 students were in attendance. 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, F street between Ninth and Tenth, was organized in October, 1870, Judge Charles P. James, LL. D., vice-president, and gave instruction during the year ended in June last to 46 students.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

This institution, 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. "The object of the directors in establishing a school of this grade, unprecedented in the history of deaf-mute instruction," says the "announcement" of the college, "was in part to prove, what had been doubted by some, that persons deprived of the senses of hearing and speech could, in spite of their disability, engage successfully in the advanced studies pursued in colleges for the hearing. The more important end in view, however, was to afford to a class of persons in the community, already numerous and increasing steadily with the population, an opportunity to secure the advantages of a rigid and thorough course of intellectual training in the higher walks of literature and the liberal arts. The experience of nearly five years in the progress of the college has fully satisfied those familiar with its workings that their assumption as to the ability of deaf-mutes to master the arts and sciences was well founded; while at the same time the expressions of interest which the enterprise has called forth from instructors of youth, from deaf-mutes and their friends, and from the public journals, are taken as evidence that the community approve the undertaking."

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, organized in 1864, the other the preparatory department, organized in 1857. 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 in articulation is given those who promise to profit by it. Quite a number of students have been taught to speak with tolerable distinctness and fluency, and at the annual commencement of the college in June last, two of the graduates were believed to be sufficiently proficient in articulation to deliver their orations orally. Owing to the publicity of the occasion and their natural diffidence, however, they concluded not to run the risk of failure, and spoke in the sign-language.

The institution is at present attended by about 100 students. Of this number about one-third are females. The students in the college proper are all males, and come from twenty-seven different States of the Union. In 1869 there were 4 graduates from the college; in 1870 there were 5; and in 1872 (at the commencement in June last) there were 8. All of these graduates, so far as can be learned, are doing well and receiving fair salaries. 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 different departments of the Government as clerks; but the majority are engaged in teaching in deaf and dumb institutions.

A small library and reading-room are attached to the institution, supported mainly by congressional appropriations, by the tuition-fees of paying pupils, (a small number,) and by voluntary contributions. During the past year a chemical laboratory has been added to the institution. Until last year twenty-five scholarships were provided by the Government. These scholarships have been abolished by Congress, which body, it is presumed, will hereafter make more liberal appropriations for the support of the institution. Prior to last year the amount annually appropriated was $40,000, with occasional extra allowances for building purposes. Last year the appropriation for the support of the institution was $48,000; and $70,000 were appropriated to purchase what is known as "Kendall Green," a tract of 100 acres adjoining the college. The purchase was recently concluded for $85,000, a number of benevolent gentlemen contributing to make up the difference between this sum and the congressional appropriation.

As it is estimated that there are at least 20,000 deaf-mutes in the United States; and as all of the different States of the Union, except Florida, 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. Since the establishment of the institution it has instructed 223 students. Of this number 71 were attendants of the National Deaf-mute College. Professor Gallaudet is at present in Europe for the benefit of his health.

GONZAGA COLLEGE.

This institution, which was formerly known as the "Washington Seminary," was reopened 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 Saint 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. It is usually attended by about 150 students, whose ages range from 10 to 18 years, and has 7 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 members of the Baptist denomination. The value of the school property at present is estimated at $10,000. Funds for the current expenses of the institution are furnished by Sabbath-schools, individuals, and churches. The American Baptist Home Mission 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 85, of whom 70 were males and 15 females. The average age of the students is about 23 years. Connected with the school is a students' 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, president, is located at the corner of Seventh and L streets, northwest. This college is one of the international associations of business colleges. The course of instruction comprises: Business arithmetic, grammar, composition and correspondence, commercial geography, United States history, spelling, reading, and declamation, penmanship, book-keeping applied to the various kinds of business, actual business practice, commercial law, political economy, phonography, French and German languages, and incidental lectures and exercises.

Average membership, about 160.

THE LAW COLLEGE OF THE NATIONAL UNIVERSITY.

This college, located at No. 501 Fifth street, is now in the third year of its existence, and was established, mainly through the efforts of Professor W. B. Wedgewood, as a branch of a projected national university.

The chancellor is the President of the United States, *ex officio;* the vice-chancellor, Professor W. B. Wedgewood, LL. D.; G. W. Paschal, president of the regents; T. C. Connelly, secretary; the law professors being Judges Joseph Casey and Arthur MacArthur, and Professor Wedgewood. The first annual commencement was held in May last, 31 students graduating, and President Grant signing and presenting the diplomas as chancellor. Since the organization of the college, instruction has been given to 175 students. All the officers of the college serve gratuitously, and the students are charged only a sufficient sum to cover expenses. Recitations are held daily, and on Saturday evenings moot-courts are conducted by the professors.

NATIONAL COLLEGE OF PHARMACY.

The National College of Pharmacy commences its career under very favorable auspices. The first year's expenses have been assured by the liberal contributions of the pharmacists of the District of Columbia; convenient rooms in the building of the Colonization Society, corner of Pennsylvania avenue and Four-and-a-half street, have been secured; necessary apparatus for giving practical illustrations in the several branches taught has been obtained, and the services of gentlemen of eminence to fill the several professional chairs have been secured.

The course of lectures will embrace materia medica and botany, practical chemistry, and the theory and practice of pharmacy. Instruction in these several branches will be as thorough as possible.

Qualifications for graduation.—Applicants for graduation must be 21 years of age, and of good moral character; have attended two full courses of lectures in this college, or one course in some respectable college of pharmacy, or medical college, where the same branches are taught, and the last course in this college; have had four years' experience in the drug business, of which circumstance sufficient evidence shall be produced; have presented to the board of trustees an original thesis upon some subject applicable to pharmacy, written with neatness and accuracy; have been recommended in writing by the committee on examination and the professors jointly. Upon final approval by the board of trustees, the diploma of the college will be granted.

The degree conferred at graduation is that of Graduate in Pharmacy. At the expiration of three years, upon the evidence of professional advancement, that of Master of Pharmacy may be conferred; and upon those who, for ten years, shall have maintained the dignity and honor of the profession, the degree of Doctor of Pharmacy may be conferred.

PUBLIC LIBRARIES.

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, the Patent-Office library, and the medical and surgical library of the Army Medical Museum.

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 was added, a few years since, the library of Peter Force, ex-mayor of Washington. Its collection numbers over 245,000 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 Army Medical Museum numbers about 32,000 volumes, principally medical and surgical works, some of them being very rare and valuable, and the only copies in the United States. Among these latter may be mentioned Mascagni's Anatomical Plates. Congress usually appropriates $3,000 annually for the purchase of books for this library, but at its last session doubled this sum. This is really the nucleus of what promises to be a great national medical and surgical library. It is open at all times to students and others. Should the Government conclude in the future to construct a building for a great national library, as it is believed it will, this collection (as well as all other libraries—including the Library of Congress—connected with the different departments of the Government) will be removed, and will form one division of it.

The Library of the Department of Agriculture contains over 8,000 volumes. It is the most complete in agricultural literature of any in the country, comprising nearly all the standard works on agriculture and its kindred sciences of botany, geology, meteorology, entomology, &c.; also, nearly complete sets of the reports and transactions of the various boards of agriculture in the United States, and of the leading agricultural and scientific associations of Europe. An attractive feature of the library is a series

of eleven elegant folio volumes, presented by the Emperor of Austria, filled with costly engravings, (by the new process of "nature-painting,") embracing nearly a complete flora of Central Europe. 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 Library of the Department of the Interior contains about 5,000 volumes of a miscellaneous character. The books are available only to employés of the Department. About $1,500 are spent yearly in making additions to the collection.

The Library of the Treasury Department comprises 5,000 or 6,000 volumes of a miscellaneous character. No additions are being made to this collection.

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 Library of the Young Men's Christian Association of Washington contains 12,500 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 3,500 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 PATENT-OFFICE MODEL-ROOM.

The United States Patent-Office occupies two squares, bounded by F and G and Seventh and Ninth streets, northwest. A portion of the building is occupied by the Interior Department and its bureaus. The whole of the upper story, consisting of four halls, each containing galleries, and measuring, the north and south halls 242 feet, and the east and west halls 273 feet in length, by 75 feet in width, are filled with glass cases, of which there are at present 349, calculated to hold on an average 500 models each. There are now about 130,000 models in these cases. During the past year some 23,000 models of rejected applications, and representing all classes of inventions, have been distributed, on application, among some 71 educational institutions in all parts of the country. Besides the models of patents which this great gallery of inventive art contains, it holds many curiosities of national interest, such as interesting relics of George Washington, the original printing-press of Benjamin Franklin, unique presents from the rulers of foreign countries to American Presidents, &c., and is one of the main points of attraction to visitors at the capital. It is the finest and largest collection of the kind in the world.

In connection with the model-room may be mentioned the fact that drawings of every model presented are made, and are so classified and filed that any one desiring information in regard to a particular subject has only to consult them to ascertain the character of every patent issued, since the establishment of the office, relating to the matter about which he seeks to be enlightened. Another educational agency connected with the Patent-Office is the Patent-Office Gazette, a weekly publication, containing the list of patents, re-issues, designs, extensions, and trade-marks, with illustrations of all the mechanical patents and re-issues. It is published simultaneously with the delivery of the patents described in its columns, and also contains subject-matter and inventors' indices of the contents. In addition, it contains early reports of the Commissioner's decisions on appeals, interlocutory or otherwise, and decisions of the United States courts in the matters of patents and trade-marks.

The Gazette has been published since the commencement of the present year, and is distributed gratis, under act of Congress, to nine public libraries in each congressional district, as indicated by the member for the same. Half a year forms a volume, which is handsomely bound, and contains an index and digest of the decisions of the Commissioner and the courts, and makes a book of 654 pages text, 208 pages of engravings, 16 pages of index; total, 878 pages.

The illustrations consist of selected portions of the photo-lithographic engavings, which are made to accompany the patents. These are grouped on cards, eight to each week's issue, and a negative, containing the contents of each card reduced to one-quarter size, is obtained by the photographic process. A print of each negative is transferred to stone, the pages imposed in octavo, and the remainder of the process is that of ordinary lithographic printing.

THE BOTANICAL GARDEN,

located a few hundred yards west of the Capitol, contains over 4,000 species of plants, geographically arranged, from almost every quarter of the globe.

The garden was established in 1858, the nucleus of the collection being furnished by the Wilkes Exploring Expedition.

The collection is being continually enlarged by purchase, by exchanges with foreign conservatories, and by contributions from United States diplomatic agents abroad. A lecture-room has recently been attached to the garden, where students in botany may at all times pursue their investigations.

THE CORCORAN ART GALLERY.

which contains a collection of paintings and statuary valued at several hundred thousand dollars, was donated to the city of Washington by Mr. W. W. Corcoran, in 1869. It is the intention of the donor to establish, in connection with the gallery, an art school, for practical instruction in drawing, painting, sculpture, &c. The value of the whole gift, including the building, which is worth $250,000, will ultimately reach nearly $1,000,000. The admission will be free on at least two days of each week. The date of opening is now placed for the early winter of 1873.

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. During the present year the mineral cabinet, fossil Indian curiosities, &c., of the General Land Office were transferred to the Smithsonian museum.

Previous to the last two years Congress made an annual appropriation of $4,000 for the keeping of the Smithsonian museum; but since then it has increased this sum to $15,000, and has appropriated an equal sum toward fitting up large rooms for the better display of the specimens. The value of this museum to the student can not be estimated.

THE MUSEUM OF THE DEPARTMENT OF AGRICULTURE

occupies the whole of the large hall on the second floor. Among other objects here represented are samples of cotton, wool, flax, silk, jute, varec, and other fibers; wheat, barley, oats, and other cereals; grasses from various foreign countries; specimens of some of the various grains, and tobacco from our own country; paper from various products, and in great variety, including Chinese and Japanese papers; honey, sorghum, cane and beet sugars and sirups; domestic fowls, &c. A leading feature of the museum is its department of model fruits and vegetables, embracing *fac-simile* representations of the various fruits and vegetables of the United States, so arranged as to exhibit their adaptations to the various soils and climates of the country. Attached to the museum are representations of birds and of various insects, with their transformations, showing such as are specially beneficial or injurious to the crops.

THE ARMY MEDICAL MUSEUM,

which is a branch of the Surgeon-General's Office, is an outgrowth of the great rebellion, and is located in what was Ford's Theater, on Tenth street, between E and F.

The collections of the museum are divided into sections, as follows: 1. The surgical section, containing 6,500 specimens, showing the effects of missiles of every variety on all parts of the human body. 2. The medical section, containing 1,500 specimens, the majority of which illustrate morbid conditions of the internal organs in fever, chronic dysentery, &c. 3. The microscopical section contains 5,000 specimens, embracing dissevered tissues, dissevered organs, &c. 4. The anatomical section consists of skeletons, separated crania, (of which there are 1,000,) &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.

Congress annually appropriates $5,000 for the museum.

The work of collecting specimens was begun in 1862, but it was not until 1867 that the collections were removed to Ford's Theater building, its present location. There are in the museum over 17,000 specimens, illustrating, in the different phases, wounds and diseases of all kinds. This institution is one of growing national importance, and at present is the finest medical and surgical museum in the world. Since its establishment over 5,000 pages of valuable quarto matter, relating to medical and surgical subjects, have been prepared under the auspices of the officers of the museum, and distributed either as executive documents, or by order of Congress. Many of these volumes are illustrated in the highest style of art, and are invaluable as works of reference.

THE UNITED STATES NAVAL OBSERVATORY

was established in 1842, by the Government, for the purpose of making astronomical and meteorological observations for the especial benefit of navigators and astronomers, and as a depot for charts and instruments. 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 the largest in the world, being 26 inches in diameter of object-glass, is now in process of construction at Cambridgeport, Massachusetts, for the observatory, and will be mounted early in September, 1873. The library, consisting of between 5,000 and 6,000 volumes, mostly astronomical in character, but including many works on other branches of science and higher mathematics, is especially for the use of the professors and observers of the observatory, but is open to men of science generally. Rear-Admiral B. F. Sands, of the United States Navy, is in charge, with seven naval professors, three assistant observers, and, generally, from one to three line-officers of the Navy in charge of chronometers. The observatory officers are now engaged in the preparation of details for the observation of the transit of Venus, in December, 1874.

THE SIGNAL-OFFICE OF THE ARMY.

The United States Signal-Service, which played so conspicuous and honorable a part during the rebellion, may now properly be classed among our national educational agencies, at least in the particular branch of meteorology. The special duty of disseminating meteorological information was not assigned to the Signal Corps until the year 1870. Its legitimate functions were diverted in deference to a popular desire for weather forecasts, and especially for the benefit of commerce and agriculture. Since the establishment of the storm-signal service, hundreds of thousands of bulletins, maps, and press-reports have been widely disseminated, mainly through the press, and thousands of precautionary signals telegraphed to such points as would be most liable to suffer without any premonition of approaching storms. The result of this has been the saving of a large amount of property, and the general awakening of the public to the value of meteorological predictions founded on scientific calculations. There are now seventy-two stations from which observations are made, and on the reports from these stations the tri-daily reports of the Signal-Office are compiled. Over five hundred sets of tri-daily maps and bulletins have been sent out to foreign societies since 1871. A library of 1,340 volumes is attached to the office. General A. J. Myer, Chief Signal-Officer of the Army, is in charge of the Bureau.

THE NAUTICAL ALMANAC.

The office of the American Ephemeris and Nautical Almanac, which is in charge of Professor J. H. C. Coffin, of the United States Navy, with fifteen scientific assistants, is located at No. 817 Twenty-second street. It is a branch of the Navy, and is supported by the Government. The duty of this office is to prepare yearly, in advance, a volume which gives the place of the sun, moon, principal planets, and standard stars for each day of a future year, together with other data of interest and importance to astronomers. The first half of the volume (which is known as the Nautical Almanac) is specially prepared for the use of navigators, and about 5,000 copies of this division are annually issued for the benefit of the merchant service. The remainder of the volume is of peculiar interest to astronomers, since in it are noted all important celestial phenomena. This portion of the volume is distributed to observatories and other institutions which make a specialty of the study of astronomy. The office has published valuable tables of the moon, Mercury, Venus, and several of the asteroids. The last volume which was printed contained astronomical calculations for the year 1875.

NATIONAL SOLDIERS AND SAILORS' ORPHANS' HOME.

The annual report of the lady managers states that there have been 70 children in the home during the year. Finding that the boys required a stricter discipline, the school has been placed in charge of a male principal, with most satisfactory results. It is intended to give those who are mentally qualified a good general education, which will insure their advancement in life, and those not so capable of intellectual culture will receive such practical knowledge as will make them useful members of any community. A boy from the home entered the Naval Academy during the year, on appointment by the President. The hope is expressed that, in repealing the usual appropriation for these orphans, Congress will see fit to enlarge the permanent fund, which is demanded by their increasing years and necessities.

INDUSTRIAL HOME SCHOOL.

This school was organized in 1867, and incorporated by act of Congress in March, 1872. It gathers in children who otherwise would be street-beggars, and, besides giving them an elementary education, furnishes such a practical knowledge as will enable them to support themselves. A carpenter-shop for the boys, and a paper-box manufactory for the girls, are in successful operation. A factory, with extensive machinery, given by Congress, has been opened in connection with the school during the year. Turning of every description is done and furniture of all kinds repaired. A great variety of work is taught here, and it is expected that, when fairly established, the factory will be self-sustaining. Some of the larger boys are learning to manage the engine. The children are paid for their work in clothing. The number of children received during the year was 59. Whole number received since organization, 340.

REFORM SCHOOL OF THE DISTRICT OF COLUMBIA.

The last report states that there are 86 boys in the school. Working hours are equally divided between the school-room and the farm, or other manual employment, so that the boys secure not only a common-school education but a knowledge of some useful trade, by which they may earn their living after leaving the school. The building now occupied by the school is not at all adapted for its use, being small and inconvenient. A new building, which is in process of erection at Mount Lincoln, in the suburbs of Washington, will be ready for occupancy during the present winter.

REV. EDMUND TURNEY.—OBITUARY.

Rev. Edmund Turney, D. D., president National Theological Institute and University, Washington, died September 26, 1872. He was born in Easton, Connecticut, May 6, 1817; graduated at Madison University, New York, 1838; theological department, 1840; pastor Second Baptist Church, Hartford, Connecticut, for several years, then of the church in Granville, Ohio, and afterward of the Broad Street Church, Utica, New York; professor of biblical literature and interpretation in Madison University, 1850; professor in the Fairmount Theological Seminary, Cincinnati, Ohio, 1853; came to Washington in 1852; formed a society for the education of colored preachers and teachers, which was soon after incorporated and, by a subsequent act of Congress, intrusted with full university powers; he was president of this institution till his death.

Dr. Turney deserves to be held in grateful remembrance, not only for eminent services as preacher and pastor, for distinguished scholarship, successful teaching, and the excellent treatises of which he was the author, but especially for his devotion to the work of training colored men for the Christian ministry. In this work he was one of the foremost pioneers, and labored with great zeal, patience, and perseverance, amid appalling discouragements and privations. He appreciated the importance to our country of the changed condition and relations of the colored race, and the imperative demand for the intellectual improvement of their leaders and ministers. Not waiting for others, he went to work himself and did what he could. His pupils lament his death as that of a friend whose like they may never see again.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 the District of Columbia was the first Territory in population, having 131,700 inhabitants within an area of 64 square miles, an average of 2,057.81 persons to the square mile. This population consisted of 88,278 whites, 43,404 colored, 3 Chinese, and 15 Indians. Of the native population, 38,889 whites, 13,448 colored, and 3 Indians were born within its borders; while, of the foreign population, 4,920 were born in Germany, 1,422 in England, and 8,218 were born in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 19,941 persons attended school, and of these 389 were foreign-born. Of the 14,819 white scholars, 7,505 were males and 7,314 females. Of the 5,122 colored scholars, 2,499 were males and 2,623 females.

Illiteracy.—There were 28,719 persons, 10 years old and over, unable to write, and of these 2,218 were foreign-born.

Age, sex, and race of illiterates.—Of the 4,876 white illiterates, 659 were from 10 to 15 years old, and of these, 366 were males and 293 females; 461 were from 15 to 21 years old, of whom 150 were males and 311 females; 3,756 were 21 years old and over, of whom 1,214 were males and 2,542 females. Of the 23,843 colored illiterates, 2,132 were from 10 to 15 years old, of whom 972 were males and 1,160 females; 3,355 were from 15 to 21 years old, of whom 1,117 were males and 2,238 females; 18,356 were 21 years old and over, of whom 7,599 were males and 10,757 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, 313

educational institutions were in the Territory, having 573 teachers, 183 of whom were males and 390 females, and 19,503 pupils, of whom 10,142 were males and 9,361 females.

Amount and source of educational income.—The educational institutions possessed a total income of $811,242, of which $23,000 were derived from endowment, $476,929 from taxation and public funds, and $311,313 from tuition and other sources.

Public schools.—The 216 public schools reported had 218 teachers, 15 males and 203 females, with 11,182 pupils, 5,510 males and 5,672 females. They possessed a total income of $439,929, of which $3,000 were derived from endowment, $431,929 from taxation and public funds, and $5,000 from tuition and other sources.

Colleges.—The 4 colleges had 50 teachers, 46 males and 4 females, with 802 students, 726 males and 76 females, and a total income of $93,500, of which $20,000 were derived from endowment and $73,500 from tuition and other sources.

Academies.—The 1 academy had 24 female teachers and 120 female pupils. It possessed an income of $35,000, derived from tuition and other sources.

Private schools.—The 61 private day and boarding schools had 154 teachers, 44 males and 110 females, with 2,613 pupils, of whom 1,182 were males and 1,431 females. They possessed an income of $117,583, derived from tuition and other sources.

Libraries.—There were 127 public libraries, with 409,936 volumes, and 569 private libraries, with 383,766 volumes; making in all 696 libraries, with 793,702 volumes.

The press.—The 22 periodicals had an aggregate circulation of 81,400 copies, and an aggregate annual issue of 10,092,800 copies.

Churches.—The 111 church organizations possessed 112 edifices, with 63,655 sittings, and the church property was valued at $3,393,100.

Pauperism.—Of the 279 paupers, 135 were native whites, 99 native colored, and 45 foreigners.

Crime.—Of 143 persons imprisoned June 1, 1870, 38 were native whites, 79 native colored, and 26 foreigners; 121 persons were convicted during the year.

Age and sex of population.—Of the total population, 35,569 persons were from 5 to 18 years old, of whom 16,954 were males and 18,615 females; 100,453 were 10 years old and over, of whom 46,652 were males and 53,801 females.

Occupations.—Forty-nine thousand and forty-one persons of these ages were employed in various occupations, of whom 35,200 were males and 13,841 females; 1,365 persons were engaged in agricultural pursuits, of whom 1,350 were males and 15 females; 29,845 in personal and professional services, of whom 17,927 were males and 11,918 females; 6,126 in trade and transportation, of whom 5,852 were males and 274 females; 11,705 in manufacturing and mechanical and mining industries, of whom 10,071 were males and 1,634 females.

Age and sex of working population.—Of these 49,041 employed persons, 1,494 were from 10 to 15 years old, of whom 641 were males and 853 females; 45,532 were from 16 to 59 years old, of whom 33,013 were males and 12,519 females; 2,015 were 60 years old and over, of whom 1,546 were males and 469 females.

Number.	Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
1	School for Boys and Girls	Miss Mary A. Hanna	No. 2136 Pennsylvania avenue	1865	13	35	34	6-14
2	Boys and Girls' School	Mrs. H. K. Minnix	No. 519 Twenty-third street	1871	10	15	15	5-10
3	Boys and Girls' School	Mrs. R. Willse	No. 2222 E street	1872	4	24	22	6-18
4	St. Matthew's Parish School	Christian Brothers	Sixteenth street between L and N streets	1869	30	100	95	6-18
5	School for Boys and Girls	Miss Laura Laws	No. 1145 Eighth street	1867	5	23	20	6-11
6	St. Martin's Parish School for Boys	Rev. Father Berrotti	Fifteenth street between L and N streets	1867	20	50	45	6-18
7	Thomson Academy	Mr. S. John Thomson	No. 1016 Twelfth street	1869	60	60	55	8-18
8	School for Boys and Girls	Miss Mollie Thompson	No. 711 Twelfth street	1860	15	20	20	3-14
9	School for Boys and Girls	Mr. George Hays	No. 822 Ninth street	1831	.....	35	25	7-25
10	Night-School for Boys and Girls	Mr. George Hays	No. 822 Ninth street	1871	.....	20	18	15-26
11	Primary School for Boys and Girls	Miss Helen Curran	No. 214 D street	1871	3	4	3	7-15
12	Young Ladies' Seminary	Miss Elizabeth Kooncs	No. 221 D street	1844	17	22	19	6-17
13	St. Mary's Parish School for Girls	Sisters of Notre Dame	Corner Fifth and Washington streets	1866	50	90	87	7-15
14	Boys and Girls' Primary School	Mr. John L. Watkins	Corner South Capitol and B streets S. E	1869	15	45	35	6-30
15	St. Peter's Parochial School	Sisters of the Holy Cross	E street between Third and Fourth, S. E	1868	100	300	270	5-17
16	Boys and Girls' Primary School	Miss Lizzie Clusky	No. 464 C street	1871	.....	8	7	5-12
17	Seminary for Boys and Girls	Mrs. Jenson	No. 217 D street	1862	5	24	24	7-14
18	Boys and Girls' Primary School	Miss Marcia Clifton	No. 455 H street	1870	4	22	20	5-10
19	St. Mary's Parish School for Boys	Mr. Emile Schwakopf	Washington, near Fifth street	1845	25	75	70	6-13
20	German and English Institute	Mr. William Pruessman	G street between Fourth and Fifth streets	1871	34	120	110	6-15
21	Spencerian Writing Academy	Mr. James Corridon	Corner Delaware avenue and B street, N. E	1872	20	15	15	8-20
22	School for Girls and Boys	Miss Gertie Lane	No. 1529 Ninth street	1869	6	20	20	6-14
23	Home School for Boys and Girls	Miss Annie M. Hanson	No. 107 Pennsylvania avenue	1868	13	78	75	6-18
24	Primary School for Boys and Girls	Miss M. A. Brown	No. 610 I street	1869	6	16	14	5-10
25	German Lutheran Trinity School	Mr. Paul Th. Buerger	Corner Fourth and E streets	1867	40	105	100	7-13
26	School for Girls	Miss Janie F. Slight	No. 601 Half street between F and G, S. W	1862	24	20	18	5-15
27	Young Ladies' Seminary	Miss Annie Willet	No. 476 F street S. W	1862	.....	40	35	6-17
28	Girls' School	Miss Margaret Lamond	No. 514 Fifth street	1872	4	7	7	6-17
29	School for Boys and Girls	Rev. Carl Shields	Corner East Capitol and Third streets, N. E	1872	5	12	12	8-13
30	Primary School for Boys and Girls	Miss Mary Sullivan	No. 339 Twenty-sixth street	1870	9	30	26	5-13
31	Primary School for Boys and Girls	Miss W. Woodward	No. 1009 Twenty-sixth street	1870	6	16	14	5-13
32	School for Young Ladies	Miss F. H. Veitch	No. 1108 Ninth street	1872	6	13	12	6-17
33	Night-School for both Sexes	Mr. D. J. Richardson	No. 1021 Eleventh street	1872	3	15	14	13-30
34	Boys and Girls' Primary School	Miss Carrie Moore	Eighth street between N and O streets	1872	12	15	15	5-12
35	School of Practical Culture. (Kindergarten.)	Miss Emma Marwedel	No. 920 M street	1872	8	20	20	3- 7
36	Girls' Primary School	Miss Maria B. Riggles	No. 407 Sixteenth street	1872	9	7	6	5-16
37	Boys and Girls' Primary School	Madame Cantatori	No. 1205 Thirteenth street	1869	5	6	6	8-13
38	Immaculate Conception Church Parish School	Sisters of Charity	No. 1554 Ninth street	1865	100	200	200	5-19
39	St. Matthew's Parish School for Girls	Sister Seraphina Noel	Fifteenth street between L and M streets	1866	12	80	70	7-18
40	Immaculate Conception Church Parish School for Boys.	Rev. Father McCarthy	N street between Seventh and Eighth streets	1865	75	145	130	6-15

Statistics of private schools in Washington, District of Columbia, for 1872—Continued.

Number.	Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
41	Incarnation Church School for Young Ladies	Miss E. H. McLeod	No. 1115 M street	1868	15	36	35	6-16
42	Primary School for Boys and Girls	Miss E. W. Jewett	No. 1311 Thirteenth street	1858	5	20	15	5-13
43	Primary School for Boys	Miss Louisa C. Richards	No. 1217 Tenth street	1872	5	15	14	6-15
44	St. Matthew's Parish School for Girls	Sisters of the Holy Cross	No. 813 Fifteenth street	1869	60	115	100	5-17
45	St. Vincent's School for Girls	Sisters of Charity	G street between Tenth and Eleventh streets	1821	------	260	250	7-19
46	School for Girls	Miss Mary Kear	No. 915 Twelfth street	1862	9	33	30	6-16
47	Select School for Boys and Girls	Misses Noyes and Barbour	No. 1515 Pennsylvania avenue	1872	10	10	10	6-12
48	St. Stephen's Parish School for Girls	Misses Curry and McLeod	Twenty-fourth street between D and E streets	1872	30	95	90	6-18
49	St. Stephen's Parish School for Boys	Rev. Father McNally	Twenty-fourth street between D and E streets	1872	20	80	70	6-15
50	School for Boys and Girls	Mr. Joseph Ambush	No. 924 Eleventh street	1868	15	65	60	7-18
51	Select School for Boys	Mrs. L. A. Peck	No. 1704 I street	1860	5	20	20	6-15
52	St. Joseph's Parish School for Girls	Sisters of Notre Dame	Second street between C and D, N. E	1872	40	100	90	6-14
53	English and French School for Young Ladies	Miss S. L. Jones	No. 213 A street N. E	1872	------	------	------	------
54	Night-School for Boys	Mr. Chase Roys	No. 419 Pennsylvania avenue east	1871	2	10	8	12-30
55	Select School for Young Ladies and Little Boys	Sisters Sacred Heart	No. 706 C street S. W	1867	45	107	100	12-20
56	Primary School for Boys and Girls	Miss Kate Hereus	No. 1202 C street S. W	1868	10	19	18	6-12
57	School for Boys and Girls	Mr. Simon Burke	No. 103 H street	1868	14	35	30	6-15
58	Primary School for Boys and Girls	Miss Kate Herrold	No. 1015 L street S. E	1870	20	8	7	4- 8
59	St. Joseph's Parish School for Boys	Mr. Lawrence Rabstock	Second street between C and D streets, N. E	1870	40	32	30	6-15
60	Primary School for Boys and Girls	Miss Katie Harbin	Virginia avenue between Fourth and Fifth streets, S. W	1870	12	10	10	7-15
61	Primary School for Colored Boys and Girls	Miss Cecilia Thomas	Corner Second and D streets S. E	1869	28	18	16	6-13
62	Primary School for Boys and Girls	Mrs. M. A. Swayne	Corner Seventh and L streets S. E	1870	20	25	20	5-14
63	School for Boys and Girls	Miss Jennie Polkinhorn	No. 942 B street S. W	1867	30	28	20	6-12
64	German and English School	Rev. John H. Mengert	Four-and-a-half street between C and D streets, S. W	1853	12	20	20	7-14
65	St. Dominick's Parish School	Rev. Father Fortune	Corner F and Sixth streets S. W	1863	40	325	300	4-15
66	Primary School for Boys and Girls	Miss R. M. Calkins	Corner Fourth street east and Pennsylvania avenue	1868	12	40	35	6-12
67	Primary School for Boys and Girls	Mr. P. Vaughn	No. 321 Virginia avenue S. W	1871	25	18	18	6-15
68	Primary School for Boys and Girls	Miss Jeanette Bright	No. 1217 E street S. E	1864	12	28	25	6-15
69	Primary School for Boys and Girls	Miss Mary Miller	No. 810 G street S. E	1868	20	33	30	6-15
70	St. Aloysius Parish School for Girls	Miss Kate Cleary	First street between I and K streets	1861	120	275	270	6-16
71	St. Aloysius Parish School for Boys	Mr. Simon Fennell	I street between North Capitol and First streets, N. E	1861	100	250	225	6-15
72	School for Boys and Girls	Mr. Michael Burke	No. 76 Jackson alley	1871	17	30	28	6-16
73	Wesleyan School for Boys and Girls	Mr. P. A. Lee	D street between Second and Third streets, S. W	1871	2	28	25	6-15
74	School for Girls	Miss Alphonso Clifton	No. 1016 Eleventh street	1872	5	18	15	4-13
75	Primary School for Girls	Miss Minnie Lauck	No. 804 Eleventh street	1871	9	7	7	5-10
76	School for Boys and Girls	Miss Ada C. Lamond	Ninth street between E and F streets	1872	9	16	14	6-15
77	Select School for Girls	Miss Christian Dengler	No. 929 I street	1872	25	25	25	7-14

NOTE.—The statistics embraced in the above table were collected in the latter part of November of the present year. Last year the total number of private schools in the city of Washington, noted in the report of the Bureau of Education, was 99, with an aggregate attendance of 5,134; this year there are 101 private schools, with an aggregate

attendance of 5,348, showing a gain of 214 pupils over last year. During the year 28 new schools have been established in Washington, and during the same period 25 were discontinued, in most instances for lack of support, many students preferring to avail themselves of the increased facilities afforded by the public schools. Of the 101 private schools referred to, 20 (a number of them parish schools) are conducted under Roman Catholic auspices, and have an aggregate attendance of 2,963, or more than one-half the total number attending the private schools. There are 9 colored pay-schools (some of them evening-schools, principally for the benefit of adults) in operation, with an aggregate attendance of 362 pupils. Of this number 2 are Roman Catholic. No note is made in the above table of perhaps a dozen small family schools, having an attendance of not more than from 2 to 5 pupils each; nor of professors and others who give private instruction in music, the modern languages, phonography, &c.

For other private schools in the city of Washington, see Table VI, at the end of this volume.

Statistics of private schools in Georgetown, District of Columbia, for 1872.*

Number.	Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
1	Primary School for Boys and Girls	Miss L. E. Cartwright	Corner Gay and Washington streets	1870	1	4	4	4-14
2	Trinity Parochial School for Boys	M. J. Wheelan, S. J	Corner First and Fayette streets	1817	20	150	135	8-18
3	St. John's Parochial School for Girls	Miss N. Lawrence	Corner First and Potomac streets	1868	15	32	28	6-13
4	Primary School for Boys and Girls	Miss L. O'Brien	No. 150 High street	1871	6	33	30	6-12
5	School for Boys and Girls	Miss M. C. Knowles	No. 123 Washington street	1867	16	35	29	6-15
6	Young Ladies' Day School	Misses C. and K. N. Tenny	No. 91 Beall street	1852	6	13	11	8-16
7	School for Boys and Girls	Miss A. J. Mitchell	No. 122 Gay street	1866	15	22	20	6-14
8	Primary School for Boys and Girls	Miss V. Harrison	No. 26 Gay street	1867	2	10	7	7-12
9	Primary School for Boys	Mrs. E. A. Brown	Corner Beall and Washington streets	1847	10	20	19	7-12
10	School for Boys and Girls	Miss A. P. Waters	No. 155 Bridge street	1861	1	4	3	6-14
11	School for Boys and Girls	Miss A. Dodson	No. 106 High street	1872	26	59	32	6-15
12	Primary School for Girls	Mrs. M. C. Pettitt	Corner Second and Potomac streets	1872	16	12	11	6-12
13	Primary School for Girls	Miss M. J. Heath	Corner High and Third streets	1872	4	4	4	6-12
14	St. Joseph's Free School for Females	Sisters of Visitation	Corner Fourth and Fayette streets	1799	15	110	100	5-18
15	Primary School for Boys and Girls	Mrs. S. Leavy	No. 100 Second street	1864	6	30	26	7-12

* The total number of schools in November, 1871, was 24, with an aggregate attendance of 826. The entire number of schools this year (1872) is 21, with an attendance of 869, showing a decrease in the number of schools, but a total increase of 43 in the aggregate attendance.

Charitable and reformatory institutions in the District of Columbia, December 1, 1872.

Number.	Name.	Location.	When established.	How established.	Chief officer.	Inmates.		
						Male.	Female.	Total.
1	Aged Women's Home (*a*)	High street near Bridge, Georgetown	1871	Christian Ladies	Mrs. John Marbury, Sr.	.....	7	7
2	Government Hospital for the Insane (*b*)	South side Anacostia River, near Uniontown.	1853	By act of Congress	Charles H. Nichols, M. D.	422	139	561
3	Columbia Hospital for Women and Lying-in Asylum. (*c*)	Corner Pennsylvania avenue and Twenty-fifth street.	1866	By act of Congress	General E. D. Townsend	.....	19	19
4	Children's Hospital of the District of Columbia. (*d*)	No. 804 E street	1871	Under authority of act of Congress.	J. C. Kennedy	10	14	24
5	Washington City Orphan Asylum (*e*)	I street between Second and Third sts.	1815	By act of Congress	Mrs. Admiral S. P. Lee	37	50	87
6	St. Joseph's Male Orphan Asylum (*f*)	H street between Ninth and Tenth sts.	1855	Under authority of Congress	Sister Irene	80	.....	80
7	St. Vincent's Female Orphan Asylum (*g*)	Corner Tenth and G streets	1821	Chartered by Congress	Sisters of Charity	.....	140	140
8	St. Rose House of Industry (*h*)	No. 2023 G street	1872	By Sisters of Charity	Sisters of Charity	.....	22	22
9	St. Ann's Infant Orphan Asylum (*i*)	Corner Twenty-fourth and K streets	1863	Chartered by Congress	Sister Arsenia	26	19	45
10	National Soldiers and Sailors' Orphans' Home. (*j*)	No. 1732 G street	1866	By act of Congress	Hon. D. K. Cartter	37	31	68
11	The Women's Christian Associat'n Home(*k*)	Judiciary Square	1870	By authority of Congress	Mrs. William Stickney	.....	70	70
12	Providence Hospital (*l*)	Corner Second and D streets, S. E	1861	By Sisters of Charity	Sister Beatrice	75	20	95
13	The Louise Home (*m*)	Massachusetts avenue between Fifteenth and Sixteenth streets.	1869	By Mr. W. W. Corcoran	Miss Lucy M. Hunter	.....	26	26
14	Epiphany Church Home (*n*)	No. 1319 H street	1871	By ladies of Epiphany church	Rev. L. A. Starkey	4	6	10
15	Home for the Aged (*o*)	No. 924 G street	1871	Little Sisters of the Poor	Little Sisters of the Poor	.....	16	16
16	Freedmen's Hospital (*p*)	Corner Seventh and Montgomery sts.	1865	By General O. O. Howard	Sur. Gen. J. K. Barnes	115	110	225
17	Industrial Home School (*q*)	No. 17 Congress street, Georgetown	1867	Benevolent persons	Mr. A. M. Gangewer	20	15	35
18	St. Mary's House of Industry (*r*)	Corner K and North Capitol sts., N. E	1871	Under general authority of Congress.	Mrs. Gen'l W. T. Sherman	.....	.....	.....
19	National Soldiers' Home (*s*)	About three miles north of Washington	1851	By Congress	General Pitcher, U. S. A	250	.....	250
20	Washington City Asylum (*t*)	Corner Nineteenth and C streets, S. E	.....	By Dist. Columbia authorities.	Mr. Joseph F. Hodgson	.....	.....	.....
21	Reform School for Boys (*u*)	Mount Lincoln, three miles northeast of the Capitol.	1869	By act of Congress	Hon. Nathan Sargent	79	.....	79

(*a*) The inmates are mainly widows, whose ages vary from fifty to ninety-two. The home was established by the Ladies' Benevolent Society, composed of Christian ladies of all denominations, and is supported by voluntary contributions. No one under fifty years of age is taken into the home.

(*b*) 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. During the fiscal year ended June 30, 1872, there were discharged from the asylum—males, 66; females, 22; total, 88. Of those discharged 51 had recovered, 29 had improved, and 4 were unimproved. These are thought to be favorable ratios, in view of the fact that a large proportion, both of the inmates of the hospital at any one time, and of the current admissions, are chronic cases, that generally remain in the institution as long as they live. The asylum is managed by a board of visitors, appointed by the President of the United States.

(*c*) This institution was organized by Secretary Stanton, at the instance of Dr. J. Harry Thompson, present surgeon-in-chief, and others, for the especial benefit of females drawn to Washington during the rebellion. In 1866 Congress gave it an appropriation of $10,000, and has annually increased this sum. That body last year also made

an appropriation for the purchase and improvement of the building, and when the latter is done, the hospital will accommodate from 75 to 100 patients. The improvements will embrace private rooms for pay patients. The number of out-door and in-door patients treated during the year ended June 30, 1872, was 4,576, of which 3,708 were cured and 561 relieved. Of the whole number 3,236 were Americans. Since the establishment of the hospital, March, 1866, 11,455 patients have been admitted, of which number 9,457 were cured and 1,081 relieved. No deaths from surgical operations have occurred in four years. In proportion to the population, 20 per cent. more patients have been treated in this hospital than in any similar institution in the larger cities. The figures relative to inmates, in the table above, include only the in-door patients in the hospital at the date of this report, November, 1872. Mrs. A. L. S. Thombs is matron.

(*d*) With the exception of $1,000 appropriated by the District legislative assembly during the present year, this institution has been and is supported wholly by the voluntary contributions of philanthropic men and women of the District. The object of its founders was to provide a hospital and dispensary for the care of sick and crippled children between the ages of fifteen months and fifteen years, to be treated gratuitously, and also to provide for the admission of sick children whose parents or guardians might be able and willing to defray the necessary expenses. It is governed by a board of directors, and has a board of lady visitors, and the matron is Miss A. C. Magruder. A free medical dispensary is attached to the hospital, which has furnished hundreds of poor people with medicines, while a large number of surgical operations has been performed gratuitously. It is probable that Congress will be asked to make an annual appropriation for this worthy institution.

(*e*) This institution is conducted under Protestant auspices, and is supported wholly by voluntary contributions. The ages of the inmates vary from two to eighteen years. Mrs C. Johnson is the matron.

(*f*) This institution is conducted by the Sisters of the Holy Cross, although no distinction is made on account of religion in receiving inmates. It is supported entirely by voluntary contributions. The ages of the inmates range from five to twelve years. It is governed by a board of trustees, of which the Rev. J. A. Walter is president. Since the organization of the institution 366 orphans have been cared for.

(*g*) Since the establishment of this asylum over 5,000 orphan girls, who were received at the age of five years, and retained until sixteen, when homes were found for them, have been cared for. Rev. Father Boyle is president of the board of directors. The asylum is supported by voluntary contributions, and by the interest on small bequests which have been left it from time to time.

(*h*) This institution was established by the Sisters of St. Vincent's Orphan Asylum. The ages of the inmates range from fourteen to twenty, and the institution is supported by the efforts of the young ladies who were formerly inmates of St. Vincent's Asylum. In fact, the institution is a branch of the asylum.

(*i*) This worthy institution is in charge of Sisters of Charity, and receives children from birth up to five years. It is wholly supported by voluntary contributions.

(*j*) The Forty-first Congress appropriated $15,000 to establish this institution, which receives only the orphans of Union soldiers and sailors. The ages of the present inmates range from six to fifteen and a half years. The president of the board of lady managers is Mrs. General David Hunter; the superintendent of the home is Mrs. E. E. Scarborough; and the teacher, Mr. Corlen. The home is supported by annual appropriations of Congress and by voluntary contributions. Suitable positions are obtained for the older inmates, through the personal influence of the boards of trustees and lady managers. Among the incorporators of the home are Mrs. President Grant, Mrs. General Sherman, and Mrs. Governor Cooke.

(*k*) This institution was established by a number of Christian ladies under an act of Congress "to provide for the creation of corporations in the District of Columbia by general law." The object of the association was to found a home, temporarily, for destitute females (including fallen women) and children, and to obtain employment for the adults. The young inmates, of whom there are usually from 20 to 50, are cared for in a "Foster Home" attached to the institution. The ages of inmates vary from birth to eighty years of age. Several old ladies are boarded at the expense of their respective churches. The home is supported by voluntary contributions. The general secretary in charge is Mrs. Clark. Many fallen women have been wholly reclaimed through the instrumentality of the members of the association.

(*l*) This hospital was organized by the Sisters of Charity, and subsequently, in 1863, Congress granted it a charter, and has since appropriated $12,000 annually toward its support. The other source of its support is the money received from pay patients. Since its organization this hospital has received and cared for thousands of persons (many of them soldiers and sailors) in need of medical and surgical treatment. Although conducted under Roman Catholic auspices, no distinction is made in regard to religion, sex, or color, in the reception of patients. Dr. Grafton Tyler is the surgeon-in-chief, and has a number of able assistants.

(*m*) Endowed by Mr. W. W. Corcoran with $160,000. 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 receive such assistance. It will accommodate sixty inmates. There are fourteen trustees and nine directresses. Mr. James M. Carlisle is president of the board of trustees; Mrs. Benjamin Ogle Tayloe is president of the board of directresses.

(*n*) In 1858 the Ladies' Association of the Epiphany Church organized to provide for the destitute of the parish. In 1861, owing to the war, its active agencies were suspended, but last year the home was re-organized, mainly to care for abandoned or neglected children. It is supported by voluntary contributions. Mrs. Jane C. Acker is matron. The ages of the inmates vary from two to eight years.

(*o*) Supported wholly by voluntary contributions. No applicants under sixty years of age are received. The ages of the present inmates range from sixty-five to eighty-seven. A new home is in process of construction, and is now nearly completed, on H street, between Second and Third streets east. When completed it will accommodate from seventy to eighty inmates, and aged men as well as women will be cared for. In the admission of applicants no religious distinction is made, the aged destitute of all denominations being taken.

(*p*) This hospital was established through the efforts of General O. O. Howard, and is supported by Congress, which body at its last session appropriated $74,000 for its maintenance. It was originally intended for the special benefit of freedmen and refugees. Of the present inmates but ten are white, the larger portion being sick, crippled, and aged colored men and women, whose ages range from twenty to one hundred. The surgeon-in-chief of the hospital is Dr. Robert Reyburn; the executive officer, Dr. P. Glennan. Applicants are admitted on the recommendation of the governor of the District.

(*q*) Supported by voluntary contribution. The school is especially for juvenile street vagrants of either sex. Mrs. Manifield is the matron of the school.

(*r*) The house is not yet in full operation. A new building was erected this year, and will be occupied early in February, 1873. The inmates will be destitute females, principally girls, who will be taught house-work and general domestic duties, and furnished with suitable employment, through the efforts of the lady managers of the house.

(*s*) During the war between the United States and Mexico, General Scott levied contributions, amounting to several hundred thousand dollars, on the city of Mexico, Pueblo, and several other Mexican towns. Most of these moneys were expended, under the direction of General Scott, in the purchase of clothing and commissary stores for the Federal troops. The remainder, $118,000, was brought to Washington at the close of the war, and, at the urgent solicitation of General Scott, Congress set that particular sum apart to found the present home. The recent purchase of the "Harewood" estate of Mr. W. W. Corcoran, of Washington, by the board of commissioners of the home, swells the area of the grounds attached to the institution to about four hundred acres. Although Congress at first aided in the building of the home and the purchase of grounds, it has been supported mainly by a levy of 12½ cents on the monthly pay of soldiers of the Regular Army. The pensions due inmates of the home from the Government also go toward its support. The ages of inmates vary from twenty to ninety years. About 10 per cent. of the inmates are superannuated, the remainder being disabled by chronic disease contracted, or wounds received, in the military service of the United States. A considerable income is also derived from the cultivation of the grounds, which is done by the inmates. The buildings themselves are handsome and commodious, and during the summer months the President and family have the privilege of residing in one of them. President Lincoln made this his summer residence.

(*t*) The asylum is almost as old as the city of Washington itself. It receives sick and destitute persons, and vagrants and petty criminals committed by the courts, the asylum being supported by the District government and by the products of the farm attached, which is worked by the prisoners. The inmates range in number from 50 to 200.

(*u*) This school was removed from the vicinity of Georgetown, in August last, to Mount Lincoln, where the boys are temporarily quartered in a barn until the new buildings (to accommodate three hundred inmates) authorized by Congress are completed. That body, at its last session, appropriated $100,000 for the purchase of a farm and erection of buildings, and one hundred and fifty acres were purchased last summer, and the new structures will be ready for occupancy within a few months. Juvenile delinquents are sent to the school by the courts, and destitute boys are admitted on the order of the governor of the District or trustees of the schools.

GENERAL CONDITION OF EDUCATION AMONG THE INDIANS.

The humane and honest policy which has been systematically pursued toward the Indian wards of the General Government by the present Executive and officers charged with the administration of Indian affairs has in no previous year produced a more marked effect than in the one now closing. The results of steady and persistent effort are visible in a better understanding of the Indian problem; in a more thorough adoption of the means needed to carry forward the purpose of the administration; in a better state of public feeling, not alone toward the Indians but to those who are employed to carry out the policy approved by experience and indorsed by the people; above all, in a wide-spread and distinctly-marked improvement among the Indians themselves.

This improvement is visible in many ways. Among the peaceable and settled tribes it is seen in greater readiness to accept the inevitable and become one with the great body of American citizens. Among others who have, within short periods only, been brought directly under influences that aim to both restrain and civilize, there is an earnest desire that their children may have schools and other opportunities for instruction heretofore denied adults, and the latter are showing a spirit of industry which is quite marked in the evidence of prosperity it brings. One of its crowning rewards is the breaking up of alliances among implacable tribes and bands, their isolation and separation from each other, the comparative freedom from more than sporadic warfare with which our extended frontiers have been favored, and the bringing of some of the most formidable and heretofore unyielding of our savage foes into such relations with the Government as afford reasonable prospects that the tribes whose lives have been the bane of our border-land and whose names are its dread, to be uttered only with "bated breath," may be kept within bounds, and year by year brought nearer to a reasonable degree of civilization. In fine, the country may be congratulated on the fact that it is both possible and profitable to maintain a policy based on some ground other than the atrocious humor of the frontier proverb that "the only good Indians are dead Indians." The educators of the country may reasonably congratulate themselves on the measure of success already achieved by a policy of intelligent discipline, direction, and development, so much in accordance with the ideas upon which all genuine education proceeds.

In reviewing the condition of Indian education for the current year, it will be found more convenient than the former grouping to follow in the main the broad geographical generalizations presented in the current report by the able Commissioner of Indian Affairs, General Francis A. Walker. In that way the educational condition of the more advanced tribes and bands will be first seen, and traveling across the continent westward, as our national and material growth have done, we shall be able to gather panoramically what has been and is being done, and what may be reasonably expected.

ENUMERATION OF INDIANS.

Prefacing the brief details of each agency or superintendency, it may be serviceable to present some of the facts relative to the numbers and location of the Indian population which the census of 1870 exhibits. In 1860 the number of Indians embraced in the census proper, which included only Indians not in tribal relations, was stated at 44,021. In the census of 1870 the figures are given at 25,731. In the first-named year those in the States so grouped were 30,737; in the last, 21,228. In the Territories the figures are for the first 13,284; in the last, 4,503. The discrepancy is easily explained. In the States and Territories acquired from Mexico, the reservation system has not existed until within a few years, while there was, under Spanish law, no recognition of the Indian, individually or communally. He was regarded as some one apart from the body of the people. Hence, Indians, in California and New Mexico especially, were, in 1860, enumerated as part of the people. In 1860 California shows out of tribal relations 7,798, in 1870 only 7,241, the balance being gathered on reservations and grouped as tribes or bands. New Mexico enumerated in 1860 10,507 Indians as not in tribal relations; in 1870 only 1,309. During the past decade the Pueblo Indians, whose civic status is a matter of inquiry before the Supreme Court, have been placed under the Indian Bureau and its agents. In other States and Territories where the census of 1860 enumerates more Indians out of tribal relations than that of 1870, the difference is to be accounted for by the fact that nomadic bands, and families that were heretofore vagabonds and wanderers, have been brought on to reservations. In every such instance the change is advantageous to both Indians and whites.

The following table, from the census of 1870, gives the total Indian population of

the country, both in and out of tribal relations, on reservations, at agencies, and nomadic:

States and Territories.	INDIANS—1870.									
	Grand total.	Out of tribal relations.	Total nomadic and in tribal relations.	Sustaining tribal relations on reservations and at agencies—Enumerated.					Enumerated.	Nomadic—Estimated.
				Total.	Men.	Women.	Male children.	Female children.		
United States	383,712	25,731	357,981	96,366	26,583	30,464	19,740	19,579	26,875	234,740
States	111,185	21,228	89,957	33,642	9,596	11,329	6,590	6,127	18,575	37,740
1. Alabama	98	98	.....	.....	.....	.....	.....	.....	.....	.....
2. Arkansas	89	89	.....	.....	.....	.....	.....	.....	.....	.....
3. California	29,025	7,241	21,784	5,784	1,966	2,181	865	772	2,500	13,500
4. Connecticut	235	235	.....	.....	.....	.....	.....	.....	.....	.....
5. Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6. Florida	502	2	500	.....	.....	.....	.....	.....	.....	500
7. Georgia	40	40	.....	.....	.....	.....	.....	.....	.....	.....
8. Illinois	32	32	.....	.....	.....	.....	.....	.....	.....	.....
9. Indiana	240	240	.....	.....	.....	.....	.....	.....	.....	.....
10. Iowa	348	48	300	.....	.....	.....	.....	.....	300	.....
11. Kansas	9,814	914	8,900	5,900	1,985	1,850	1,089	976	.....	3,000
12. Kentucky	108	108	.....	.....	.....	.....	.....	.....	.....	.....
13. Louisiana	569	569	.....	.....	.....	.....	.....	.....	.....	.....
14. Maine	499	499	.....	.....	.....	.....	.....	.....	.....	.....
15. Maryland	4	4	.....	.....	.....	.....	.....	.....	.....	.....
16. Massachusetts	151	151	.....	.....	.....	.....	.....	.....	.....	.....
17. Michigan	8,101	4,926	3,175	.....	.....	.....	.....	.....	3,175	.....
18. Minnesota	7,040	690	6,350	.....	.....	.....	.....	.....	6,350	.....
19. Mississippi	809	809	.....	.....	.....	.....	.....	.....	.....	.....
20. Missouri	75	75	.....	.....	.....	.....	.....	.....	.....	.....
21. Nebraska	6,416	87	6,329	6,329	1,667	2,321	1,279	1,062	.....	.....
22. Nevada	16,243	23	16,220	.....	.....	.....	.....	.....	.....	16,220
23. New Hampshire	23	23	.....	.....	.....	.....	.....	.....	.....	.....
24. New Jersey	16	16	.....	.....	.....	.....	.....	.....	.....	.....
25. New York	5,144	439	4,705	4,705	1,140	1,196	1,154	1,211	.....	.....
26. North Carolina	1,241	1,241	.....	.....	.....	.....	.....	.....	.....	.....
27. Ohio	100	100	.....	.....	.....	.....	.....	.....	.....	.....
28. Oregon	11,278	318	10,960	6,110	1,705	2,404	1,024	977	650	4,200
29. Pennsylvania	133	34	99	99	21	25	29	24	.....	.....
30. Rhode Island	154	154	.....	.....	.....	.....	.....	.....	.....	.....
31. South Carolina	124	124	.....	.....	.....	.....	.....	.....	.....	.....
32. Tennessee	70	70	.....	.....	.....	.....	.....	.....	.....	.....
33. Texas	699	379	320	.....	.....	.....	.....	.....	.....	320
34. Vermont	14	14	.....	.....	.....	.....	.....	.....	.....	.....
35. Virginia	229	229	.....	.....	.....	.....	.....	.....	.....	.....
36. West Virginia	1	1	.....	.....	.....	.....	.....	.....	.....	.....
37. Wisconsin	11,521	1,206	10,315	4,715	1,108	1,352	1,150	1,105	5,600	.....
Territories	272,527	4,503	268,024	62,724	16,987	19,135	13,150	13,452	8,300	197,000
1. Alaska	70,000	.....	70,000	.....	.....	.....	.....	.....	.....	70,000
2. Arizona	32,083	31	32,052	4,352	1,277	1,396	925	754	.....	27,700
3. Colorado	7,480	180	7,300	.....	.....	.....	.....	.....	.....	7,300
4. Dakota	27,520	1,200	26,320	.....	.....	.....	.....	.....	.....	26,320
5. District of Columbia	15	15	.....	.....	.....	.....	.....	.....	.....	.....
6. Idaho	5,631	47	5,584	3,284	1,006	1,203	549	526	.....	2,320
7. Indian	59,367	.....	59,367	19,067	3,884	4,445	5,146	5,592	5,900	34,400
8. Montana	19,457	157	19,300	.....	.....	.....	.....	.....	.....	19,300
9. New Mexico	20,738	1,309	19,429	14,349	4,278	5,326	2,150	2,595	.....	5,080
10. Utah	12,974	179	12,795	8,195	2,715	2,620	1,526	1,334	.....	4,600
11. Washington	14,796	1,319	13,477	13,477	3,827	4,145	2,854	2,651	.....	.....
12. Wyoming	2,466	66	2,400	.....	.....	.....	.....	.....	2,400	.....

By the foregoing it appears that the total number of Indians in the United States enumerated and estimated is 383,712, of whom 111,185 are residents of the States and 272,527 of the Territories, organized and unorganized. The total school population (enumerated) is set down at 39,319, of whom 19,740 are males and 19,579 females. Of this total 12,717 are residents of the States and 26,602 of the Territories. The total estimated population (not divided by sex or age) is, "on reservations or at agencies," 26,875; while that classified as nomadic is set down at 234,740, making a total of 261,615. Taking the number of children from the whole number of those enumerated, and the ratio is slightly over 1¼ of the whole. Calculating on this ratio, and the num-

ber of Indian children of the school age will be about 67,695, making a total of 107,004 from the whole race, tribal or otherwise. Deducting 25,731 Indians regularly enumerated and their *pro rata* of children on the basis assumed, and the total number of Indian children will be about 100,000. Making an estimate of the children too young for school as being one-fifth of the whole, and we shall have remaining 80,000, to whom the General Government is in duty bound to provide some opportunities for education on the earliest occasion offering.

THE NEW YORK INDIANS.

The Six Nations, whose remnants still reside in the Empire State, over whose territory their ancestors once held sway, and in whose colonial and early State history they filled so important a part, show commendable progress. They number 5,070 souls, located on reservations under the authority of the State, possessing a total area of 68,668 acres. The population shows an increase of 100 for the past year and of 1,300 for the decade, as shown by the census of 1870.

The schools are part of the public-school system of the State, with the exception of three; one being a training-school long under the control of the society of Friends. A manual-labor school is in progress on the Tonawanda reserve. A notable instance of educational growth is seen in the establishment of a teachers' institute in August, 1872, which was at once attended by 38 applicants, of whom, on November 1, 26 were in training. These pupil-teachers are Indians. Of the whole population there are about 2,700 children, while, as will be seen, the school enrollment is about 1,100, with an average daily attendance of 608. The facts, however, go to show that all the Indian youth get some training in school, though the comfortable condition of the tribes and the educational facilities they possess deserve a steadier recognition by attendance on the schools than is apparent from the following statistics:

Tribes.	Population.			No. of schools.	No. of scholars.		*No. of teachers.	
	Male.	Female.	Total.		Male.	Female.	Male.	Female.
Allegany reservation: Senecas and Onondagas, New York; Corn-planters, Pennsylvania	507	533	1,040	8	145	120	2	6
Cattaraugus reservation: Senecas, Onondagas, and Cayugas	855	804	1,659	10	250	225	2	6
Oneida reservation: Oneidas	91	107	198	2	14	25	....	2
Onondaga reservation: Onondagas	157	182	339	2	71	55	....	2
Tonawanda reservation: Senecas, Onondagas, Cayugas, Oneidas	311	361	672	2	47	32	....	2
Tuscarora reservation: Tuscaroras, Senecas, Onondagas	230	249	479	2	35	60	....	2
Saint Regis reservation: Saint Regis Indians	341	342	683	2	24	26	....	2
	2,492	2,578	5,070	28	586	543	4	22

Another proof of the prosperous condition of these Indians is a movement among those on the Cattaraugus and Allegany reservations for separate allotments of the same. The Tuscaroras have in operation a plan which seems to secure the advantages of individual ownership without the dangers to the Indians themselves which it is justly feared may arise from the protection afforded the weak by the system of common and inalienable ownership now in vogue. Under the plan adopted on the Tuscarora reservation, improved lands are practically allotted to individual adults in fee. Two-thirds are thus controlled, the Indians having the right to buy and sell among themselves, the timber-land being held in common. Of the total area of these reservations, one-third, or 20,000 acres, is under cultivation. The character of the cultivation, yield of crops, (especially fruit,) farm-buildings, tools, stock, &c., are quite as good as of the white farmers of the section.

INDIANS IN THE STATES AND NOT ON RESERVATIONS.

There are about 1,700 Cherokees living in adjacent portions of North Carolina, Georgia, and Tennessee, being that portion of the nation who elected to remain east when the great body removed to the territory they now occupy.

These people are very poor, are not embraced as citizens within the States in which they reside, and impoverished, too, by the late rebellion, their meager annuity, being

* Of the 26 teachers employed 15 are Indians, who stand in character and capacity on a par with the whites.

only the interest of $53.33 *per capita*, (the sum set apart to effect their removal when ready to join the balance of the nation,) does not enable them unaided to better their circumstances. Under a law of 1868, the Indian Bureau has direct supervision of their interests, but, as no appropriation has been made, it is of no practical benefit. Educational facilities are poor enough for the ordinary population of the region in which these Cherokees live; but, poor as they are, there is no evidence that the Indians are admitted to them.

Florida still contains about 300 Seminoles, of whose condition very little is known.

Indiana contains about 345 Miamies, who did not remove to Kansas under the treaty of 1840. There is another and very small band (19) known as the Eel River Miamies, who live partly in Michigan. The Miamies are good citizens and thrifty persons, with farms well cultivated and respectable homes. They send their children to the district schools. They are not yet made citizens of the United States.

There is a small band of Sac and Fox Indians, who have within the past two years been gathered at Toledo, Iowa, numbering in all 317; 83 men, 102 women, 70 boys, and 62 girls. Since their location, the increase has been 21, two-thirds being during the last year. The reservation allotted them comprises only 419 acres, and they possess individual property to the amount of $15,159. During the last year they raised from neighboring farmers about $1,200. No school has yet been organized, but it has been decided to turn the agency building over to a missionary laboring among them, for school purposes. As these Indians were literally a short time since vagabonds, living by begging and pilfering, these facts show good progress.

INDIANS IN MICHIGAN.

The Indians residing in this State are the Chippewas of Saginaw, numbering 1,630; the Ottawas and Chippewas of Swan Creek and Black River, numbering 6,039; the Pottawatomies of Huron, who number only 50; and the L'Anse band of Chippewas, numbering 1,195. This tribe or band is identified with the Lake Superior Chippewas of Wisconsin and Minnesota. The Saginaw Chippewas have abandoned tribal life, are citizens of the United States, have patents for their homesteads, and possess no annuities. The Indian Bureau reports two schools, with 150 scholars. The Ottawas and Chippewas are also citizens. Two schools, with 152 pupils, are reported. As their population is estimated at 7,669, there is evidently a lack of both educational interest and facilities in that only four schools, with 302 scholars, are reported. According to the tabular statements of the Indian Bureau, the Indians of Michigan are, as regards educational facilities, thus reported:

Independent agency No. 3, (Ottawas, Chippewas, and Pottawatomies:) Males, 4,339; females, 4,828; total population, 9,167; number of schools, 8; scholars, total, 358; teachers, male, 5, female, 4, total, 9; amount paid by individual Indians, $50.

Of the schools 5 were maintained by the Catholics, and 3 by the Methodists. One of the latter closed July 10, 1872. The greater body of these Indians having become citizens, it is possible that a larger number of their children than is shown in the report attend the district public schools, and have thus become one with the people of the State. Of the above 8 schools, having 56 scholars, 2 are located among the L'Anse Chippewas. There is no doubt, however, that educational interest has decreased since appropriations have ceased. Missionary efforts have also relaxed since the Indians have become citizens. These facts are shown by the following figures: 1862, schools 30, scholars 1,068; 1872, schools 8, scholars 358. This is not a flattering exhibit, it must be confessed.

INDIANS IN WISCONSIN.

The Indians are the Chippewas of Lake Superior, numbering 5,150; Menomonees, numbering 1,362; the Stockbridges and Munsees, numbering 250; the Oneidas, numbering 1,259; and stray bands of Winnebagoes, Chippewas, and Pottawatomies, numbering about 1,600; in all, 9,621. The Lake Superior Chippewas have no stated reservation, but the several bands have a central location at which sub-agents are stationed.

The reservations occupied by the other tribes are in area as follows:

	Acres.
Menomonees	230,400
Stockbridges and Munsees	68,800
Oneidas	60,800
Total	360,000

The stray bands already named have no reservations, schools, or religious facilities. The schools among the settled Indians seem to be in an unsatisfactory condition. The Chippewas have an annual educational appropriation, under treaty, of $3,800, but only

one school is reported, the number of scholars in which is not given. It is under the control of the Presbyterian board, under contract with the Interior Department, and takes the place of one established some years since by the American board, but discontinued on account of the unfriendly attitude of the Indians.

These people (the Chippewas) deserve more attention from the several religious and educational associations interested in the training of the Indians. One or more manual-labor boarding-schools at accessible points, in which the children would be removed from the influence of the roving lives of parents and tribes, are much needed and would be a good work.

The Menomonees show, in a population of 1,362, only one school, having 60 pupils enrolled and an average attendance of 50. This tribe is able to do better, and a large school is projected but not yet opened.

The Stockbridges and Munsees are under the same agency, (Green Bay,) as are also the Oneidas. The agent's report on education for the three tribes or bands is as follows: Population: males, 1,404; females, 1,467; total, 2,871; number of schools, 5; pupils: boys, 188; girls, 137; total, 325; teachers: males, 5; females, 2; total, 7. Four missionaries are sustained by the Presbyterians, Episcopalians, Methodists, and Catholics.

The Stockbridge schools, which are under charge of Indian superintendents, are reported as very successful. The use of liquor is the greatest curse to the Oneidas, but there is a better spirit growing among them on this subject.

THE MINNESOTA INDIANS

embrace five large bands of the Chippewa or Ojibway Nation; three of the same people being connected with the Wisconsin agency. The five bands in this State number 6,455 souls. Their three reservations embrace an area of 4,672,000 acres. They are nomadic in habits, and only a small portion are permanent occupants of the reservations intended for them. The only schools now in operation are at White Earth and Red Lake agencies. The former is quite successful, and additional accommodations are needed. The Red Lake school is under the direction of the American Missionary Association. The Leech Lake school was closed by the resignation of the teachers. No successors have been appointed.

The Indians propose to give $1,000 per annum for the establishment of a boarding-school at Leech Lake, under the American Missionary Association. The school will soon be in operation. These bands have in all about $9,000 per annum set apart by treaty for educational purposes, and there is both room and means for greater activity than has yet been displayed.

EAST OF THE MISSISSIPPI.

This comprises all the Indians living east of the Mississippi River who still maintain relations with, or are presumed to be under the control of, the General Government. The total figures relating to them are thus summaried:

Tribes.	Population.	Schools.	Scholars.	Teachers.	Number of acres in reservation.
New York Indians	5,070	28	1,129	26	68,668
Cherokees, (North Carolina)	1,700	.....	.....	.....	.....
Seminoles, (Florida)	300	.....	.....	.....	.....
Miamis, (two bodies,) Indiana*	319	.....	.....	.....	.....
Sac and Fox, (Iowa)	317	.....	.....	.....	419
Michigan, (three bodies)	9,167	8	358	9	.... (†).....
Wisconsin, (five tribes)	9,621	16	323	7	360,000
Minnesota, (five bands)	6,455	12	.....	.....	4,672,000
Total	32,949	44	1,800	42	5,101,087

The next geographical division covers

NEBRASKA, KANSAS, AND THE INDIAN TERRITORY,

with a total Indian population of 70,450 souls, 62,465 of whom live in the Indian Territory proper. The Indian (tribal) population of Kansas is set down at but 1,500,

* Well-to-do farmers; children go to district schools.

† Lands in severalty.

‡ One of the schools given in Wisconsin and the two in Minnesota do not report the number of scholars or teachers. The figures will not exceed 100 pupils and 3 teachers.

while in the table given from the census of 1870 it is stated at 8,700. Since the enumeration, the larger portion of the several tribes have removed to their new homes south of Kansas. This change somewhat retards their educational privileges, though it will be of benefit ere long, in that and other directions.

INDIANS IN NEBRASKA.

There are seven agencies, controlling eight different tribes or bands, within the limits of this State and superintendency. These are generally in very good condition, prosperous and progressive. The following table illustrates this:

Tribes.	Population.			No. of schools.	No. of scholars.		No. of teachers.	
	Male.	Female.	Total.		Male.	Female.	Male.	Female.
Iowas, Sacs and Foxes of Missouri	157	156	313	1	33	30	.....	2
Omahas	497	472	969	3	70	50	2	1
Winnebagoes	700	740	1,440	3	160	90	1	2
Pawnees	907	1,538	2,445	2	77	41	1	7
Otoes and Missourias	243	221	464	1	53	44	.....	2
Santee Sioux	424	563	987	3	214	109	5	5
Total	2,928	3,690	6,618	13	607	364	9	19

The total number of pupils, according to the above, is 971 in a population of 6,618, or about one in seven, a better exhibit than that of any other superintendency. The Santee Sioux present a very favorable picture of missionary effort. The two Episcopal churches and schools on their reservation are under charge of Indian pastors, and a majority of the teachers are also Indians. This agency has under its control four bands, or tribes, of Sioux, who but a few years ago were among the most hostile of their nation.

The reservations occupied by the Nebraska Indians cover the following areas:

	Acres.
Santee Sioux	83,200
Winnebagoes	128,000
Omahas	345,000
Pawnees	288,000
Sacs and Foxes of the Missouri	16,000
Iowas	16,000
Otoes	160,000
Total	1,036,200

The average amount *per capita* of land will be nearly as follows: Santees, 84 acres; Winnebagoes, 90; Omahas, 355; Pawnees, 117; Sacs and Foxes, 184; Iowas, 71; Otoes, 345; making a *per capita* average on the total Indian population of about 156 acres. There is something worth considering in these figures, as they may serve to illustrate the results of limited reservations in solving the problem of change from the life of the nomad hunter and warrior to that of the farmer and citizen. The school statistics show that the Indians on the smallest reservations are, in the main, the most advanced, and this, too, as in the case of the Santees, does not result from long isolation from the usual influences among Indians, but rather from favorable conditions and well-directed missionary efforts. The Winnebagoes, having the next smallest area in their reservation, are next in the scale, and the Pawnees follow them; while the bands or tribes with the largest amount of land at their disposal are, in spite of long settlement, prosperity, and peace, smallest in the scale of educational advantages and results. The Indians and their agents appear to work harmoniously together, and the recommendations of previous years, for enlargement of the manual-labor school at the Pawnee agency, and for the establishment of similar schools among the Santees and Winnebagoes, are now being put into effect.

INDIANS IN KANSAS.

There are only five small agencies left in this State, which, with those in the western Indian territory, are under the control of the central superintendency.

These agencies present the following statistics:

Tribes.	Population.	Reservation.	Schools.	Scholars.	Teachers.	Annuity for education.
		Acres.				
Kickapoos	290	19,200	2	51	2	$5,000 00
Pottawatomics*	400	77,307	1	84	2	9,585 00
Chippewas and Munsees	56	5,760	1	16	1	.....
Miamies	95	10,240	.....	.....	.....	2,560 00
Kansas, or Kaws	593	.....	1	45	1	1,538 57
Total	1,434	112,507	5	196	6	18,623 57

THE INDIAN TERRITORY.

The most interesting phase of Indian education and advancement is that presented in the Indian Territory, where the administration is now engaged in the concentration of the semi-civilized and uncivilized tribes and bands who have heretofore roamed at large or lived on reservations in the region north of the Territory. The presence of the five tribes of civilized Indians, who have long been settled in the eastern portion of the Territory, was a chief incentive to this policy, as it was reasonably expected their example and presence would greatly facilitate the movement. The expectation has, in the main, been realized.

From an elaborate table in the last annual report of the board of Indian peace commissioners, the following has been condensed:

* The Pottawatomies are those known as the "Prairie bands;" the remainder of the tribe have been citizens for several years. It is the desire of the Indian Bureau to remove these bands to the Indian Territory, where the larger portion of those who formerly lived in Kansas are now settled. So, also, with the Kickapoos and Kaws, though it is probable that a majority of the first-named tribe, now remaining in the State, may elect to become citizens. On the whole, the educational condition of the Indians remaining in Kansas has not improved during the year past.

Condition of tribes in the Indian Territory.

Tribes.	Number.	Wealth in individual property.	Acres in reservation.	Acres cultivated by Indians.	Acres cultivated by Government.	Total acres cultivated.	No. of schools.	No. of teachers.	No. of scholars.	Cost of schools.	Am't of stock.
CIVILIZED.											
Choctaws	15,000	$4,746,000	6,688,000	27,082	.....	27,082	36	39	900	$36,000 00	$509,427 20
Chickasaws	5,000	1,582,000	4,377,600	14,500	.....	14,500	14	17	439	33,000 00	1,185,883 16⅔
Cherokees	14,682	4,995,055	3,844,712	120,000	.....	120,000	62	62	2,033	25,000 00	1,580,975 35
Creeks	13,000	3,113,200	3,250,560	28,600	.....	28,600	32	32	860	14,258 00	76,999 66
Seminoles	2,300	379,155	200,000	7,500	.....	7,500	4	4	207	2,475 00	.....
Total	49,982	14,815,410	18,360,872	197,682	.....	197,682	148	154	4,439	110,733 00	3,353,285 37½
UNCIVILIZED.											
Pottawatomies*	1,336	759,512	77,357	200	.....	200	1	13	84	.....	111,500 00
Kickapoos	296	57,300	28,584	1,082	.....	1,082	2	2	36	3,000 00	137,400 00
Kaws	627	11,375	35,000	300	.....	300	2	2	44	3,163 84	24,530 16
Osages	3,375	140,000	560,000	270	.....	270	2	5	95	1,663 84	41,000 00
Sacs and Foxes, and Shawnees	1,118	58,170	483,840	390	30	420	1	2	17	1,420 00	17,200 00
Wichitas, &c	1,216	113,890	(‖)	691	232	923	1	1	18	1,200 00	.....
Comanches	3,218	400,000	.....	100	240	340	1	1	35	2,508 19	.....
Delawares†	21	3,150	.....	17	.....	17	.....	.....	.....	.....	459,983 90
Kiowas‡	1,776	200,000	3,549,440	.....	.....	.....	1	.....	.....	.....	.....
Apaches‡	378	50,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
Weas, Peorias, &c.§	151	65,375	48,000	923	.....	923	.....	.....	.....	.....	122,103 02
Senecas§	155	25,665	47,000	378	.....	378	.....	.....	43	.....	4,494 00
Eastern Shawnees	73	15,707	16,000	342	.....	342	1	1	15	.....	.....
Ottawas§	149	16,150	14,000	487	.....	487	.....	.....	.....	.....	21,674 48
Wyandotts§	59	4,475	20,000	40	.....	40	.....	.....	8	.....	.....
Quapaws	225	15,752	63,000	196	.....	296	2	3	121	1,720 00	.....
Citizen Wyandotts	110	14,373	.....	216	.....	216	.....	.....	21	.....	.....
Delawares, (stray)	290	14,444	.....	291	.....	291	.....	.....	67	.....	.....
Miamies§	33	9,800	.....	350	.....	350	.....	.....	5	.....	.....
Shawnees§	527	17,210	16,000	572	.....	572	1	1	17	.....	49,536 97
Arapahoes and Cheyennes	3,390	180,000	4,071,500	50	150	200	1	3	28	2,000 00	.....
Total	18,523	2,172,408	8,969,721	6,995	652	7,647	16	34	654	16,675 92	989,422 51
Total civilized	49,982	14,815,410	18,360,872	197,682	.....	197,682	148	154	4,439	110,733 00	3,353,285 37½
Total uncivilized	18,523	2,172,408	8,969,721	6,995	652	7,647	16	34	654	16,675 92	989,422 51
Grand total	68,505	16,987,818	27,330,593	204,677	652	205,329	164	188	5,093	127,408 92	4,342,707 88½

* Pottawatomies have 1 missionary school. † Delaware school-return included in Wichita. ‡ Kiowas and Apaches included in Comanche school-return. § Weas, Peorias, Senecas, Wyandotts, Miamies, and Shawnees included in Quapaws school return. ‖ None.

There is some difference between the figures of the Indian Bureau and those of the Indian board which are given in preceding table. These differences are not very material, the principal ones being, by the commissioners' report, an addition of 1,000 each in the population of the Choctaws and Chickasaws, making them 22,000 in all. The statistics of education in the five nations are given in the report, as follows:

	Scholars.	Schools.	Teachers.		Total.
			Indians.	Whites.	
Cherokees	2,950	60	48	15	63
Choctaws	819	36	37	.....	37
Chickasaws	379	11	14	.....	14
Creeks	760	33	17	16	33
Seminoles	207	4	.....	4	4
Total	5,115	144	116	35	151

This shows a difference in the two statements of 4 schools and 3 teachers in favor of the peace commissioners' tables, and of 276 scholars for the Bureau's regular annual report. Among the schools are three for the colored people forming part of the Cherokee Nation; also an orphan asylum, in which 54 children are supported. The Creeks support one boarding-school, and the Choctaws and Chickasaws support two; besides, each nation maintains a number of students at colleges in different States. The Cherokees have recently revived their female seminary, under good auspices. There is a prevailing criticism among those interested in education there, to the effect that children of the full-blood Indians speak Cherokee at home and in familiar intercourse only, and that, as a consequence, though they learn to read, spell, and write in English, they do not really understand or master it. The amount of real work to be done among these people can be appreciated by an estimate of percentage of school attendance with the population. Taking the table before given as a basis, and the total number of Indians in the five civilized nations, with a few small bodies located in the northeastern portion, we have the aggregate of 49,982, while the total number of scholars is but 4,439, or about 1 in every 10.2 persons. With the large amount of funds at their disposal, the larger average of real and personal wealth they possess, and their favorable location, these nations ought to do better. There is great need of a normal college, not alone for the training of Indian teachers, but the imparting of a higher education to their youth in all the higher and practical paths of life.

According to the complete tabular statements, it appears that the number of bushels of grain raised in the whole Territory was 6,739,335, of the value of $4,663,615; that the number of horses, cattle, &c., owned there was 464,465, of the value of $4,947,121; while the number of tons of hay cut was 8,508, valued at $73,149; and the value of furs sold was $302,700; being a total valuation of produce, stock, &c., of $9,986,588. The total valuation of property, real and personal, is $16,987,818, excluding real estate, and of stocks, $4,342,707.88⅔, both of which are held in common.

New Mexico and Colorado are the only Territories exceeding these figures, which in their totals speak well for the Indian population.

The five nations, in proportion to the whole population, possess about six-sevenths of the individual property, and cultivate about twenty-five times as many acres as the other tribes. The proportion is similar throughout. The Indian peace commissioners' reports state that the Chickasaws and Choctaws maintained three missions, and have a church-membership of 12,500; the Creeks have three missions, and 2,050 church members; the figures are not given for the Cherokees and Seminoles. That these Indians have mental power of a high order has been made manifest in all their history, but in no instance so conspicuously as in that of the inventor of the Cherokee alphabet, George Guess, or "Sequoyah," whose ability deserves renewed recognition.

THE INVENTION OF THE CHEROKEE ALPHABET

excited at the time of its introduction the astonishment of philosophers in this country and in Europe, and as it has an important bearing in connection with educational movements generally, an account of its progress and history, the work of genius throughout, is thought worthy of being brought forward at the present time, the data for which are found in a carefully-prepared article by Elias Boudinot, himself a Cherokee, and published in the "Annals of Education" in April, 1832. Mr. Boudinot makes use in part of statements by Mr. Knapp in a lecture on "American literature," and which may be relied upon, as they were derived from Sequoyah himself.

Mr. Knapp says that when a delegation of the Cherokees visited Washington in the

winter of 1828, Sequoyah, the inventor of the Cherokee alphabet, accompanied them. His English name was George Guess; he was a half-blood, but had never spoken a word of English up to the time of his invention.

The substance of an examination of Sequoyah, through the medium of two interpreters, was this: That he, Sequoyah, was now about sixty-five years old; that in early life he was gay and talkative, and although he never attempted to speak in council but once, yet was often, from his fine colloquial powers, the story-teller of the convivial party. His reputation for talents of every kind gave him some distinction when he was quite young, so long ago as Saint Clair's defeat. About this time a letter was found on the person of a prisoner, which was wrongly read by him to the Indians. The question then arose among the Indians as to the mysterious power of *the talking leaf*, some believing that it was the gift of the Great Spirit to the white man; but George Guess maintained that it was the discovery of the white man himself. Deprived of the excitement of war and the pleasures of the chase, in consequence of the lameness of a knee which rendered him a cripple, his mind was directed to the mystery of the power of *speaking by letters*.

The inventive powers of Sequoyah were put in active operation, while he had to contend with the prejudices of some of his nation, who believed that the knowledge of letters belonged only to the white man. He was not dissuaded, however, from an attempt to prepare an alphabet for his people. He knew that feelings and passions were conveyed by different sounds from one intelligent being to another, and the thought struck him to try to ascertain all the sounds in the Cherokee language. In this he had the aid of his wife and children; and when he thought he had distinguished all the different sounds in their language, he used pictorial signs of birds and beasts to convey an idea of these sounds to others, but soon dropped this method, as difficult or impossible, and tried arbitrary signs, distinguishable from each other.

For about a year he tried the plan of making a character for each word, in which time he put down several thousand characters, but became convinced that his object was not to be attained in that way. After trying other methods, he hit upon the idea of dividing the words into parts, or syllables. He soon found, to his great gratification, that the same characters would apply in different words, and that the number would be comparatively few. After putting down all the syllables he could think of, he would listen to speeches and the conversation of strangers, and would make a character for any new syllable. In this way he succeeded in completing his system.

As representatives of these syllabic sounds, he adopted a number of English letters, taken from a spelling-book. Even then he had about two hundred characters in his alphabet; but, by the aid of his daughter, who entered into the genius of his labors, he reduced them at last to eighty-six.

As yet he had no knowledge of the pen as an instrument, but made his characters on a piece of bark with a knife or nail. He soon after procured paper and a pen, and made his own ink from some bark of the forest trees, whose coloring property he knew.

Even when his system was completed, he found much difficulty in persuading people to learn it. But going to Arkansas Territory he taught a few people there at first, one of whom wrote a letter to some friends in the Cherokee country and sent it by Sequoyah, who read it to the people. It was a difficult matter to make his invention known among his people, as he had been so long abstracted from their usual pursuits that he was viewed with suspicion. To convince them of the reality of his invention, he summoned some of the more distinguished of his nation, and after explaining the matter to them, his daughter, who was his only pupil, was directed to go out of hearing while he put down any word or sentiment which his friends named, and then she was called in and read it to them; then the father retired, and the daughter wrote. The Indians were astonished, but not convinced. It was at length agreed that the tribe should select several youths from among their brightest young men, that they might be taught. After several months' instruction, an examination was made by various tests, which destroyed all infidelity on the part of the nation and fixed their faith most firmly. The Indians made this the occasion of a great feast, at which Sequoyah was conspicuous, and he became at once schoolmaster, professor, philosopher, and chief, held in reverence by his nation as one favored by the Great Spirit.

When the usefulness of the Cherokee alphabet became fully developed, it spread through the nation in an unprecedented manner, and reading and writing soon became common. It is worthy of remark, however, that it was for some time confined to the more obscure individuals, the others not considering it of sufficient importance. To increase its utility the council of the nation had a font of type cast and a newspaper printed in the English and Cherokee languages. About two hundred copies of this newspaper were soon circulated weekly, and read by numbers in every section of the country. At a convention of gentlemen held at New Echota, six years after the invention of the alphabet, it was calculated that upward of one-half of the adult males could read and write in their own language.

Since then several books have been printed in these characters, and at the present time these are in use. A Cherokee newspaper is also printed in the nation. The

Cherokee language is, however, being discarded by the more intelligent, only about two-thirds using it commonly. The apathy of the full-bloods hinders progress in this as well as other directions. The pressure from without is growing stronger. It is to be regretted that activity from within does not fully create a sufficient counter-force.

OTHER TRIBES IN THE TERRITORY.

A closer distinction ought in justice to be made, as the Senecas and Shawnees making 3,030; the Quapaws, 240 strong; the Ottawas, 150; the Peorias, or confederated tribes, numbering 160; the Absentee Shawnees, 663; the Sacs and Foxes, 463—in all, 4,706 souls—are, as a rule, in a condition of civilization quite equal to the five large tribes. They are collectively in possession of reservations covering an area of 709,760 acres. The Absentee Shawnees hold their lands by allotment. Their school facilities are limited, but the privileges thereof could be readily made available. The tribes just emerging are the Osages, Kickapoos, Kaws, Wichitas, Caddoes, and some much smaller bands, while those that require steady and vigilant oversight are the quite powerful tribes of Kiowas, Comanches, Apaches, Arapahoes, and Southern Cheyennes, numbering in all 3,990.

INDIANS IN DAKOTA, MONTANA, AND IDAHO.

These three Territories embrace the most powerful of the nomadic tribes now remaining in the United States, and hence their condition is necessarily an interesting feature of this review. Foremost among them is the Sioux Nation, embracing many bands, and numbering 26,216 persons, mostly living in Dakota, though the Ogallalas are mainly in Wyoming. The facts relative to the several tribes within the assigned geographical limits are as follows:

Tribes.	Population.	Reservations, area in acres.	Schools.	Scholars.	Annual fund.
Dakota.					
Sioux	26,216	26,987,300	10	489	.....
Poncas	735	576,000	3	77	.....
Arickarees, Gros Ventres, and Mandans	2,200	8,640,000	.....	.....	.....
Tribes in Montana.					
Blackfeet	7,500	Not stated.	None.	.....	.....
Gros Ventres, Assinaboines, Crows, Santee Sioux, Northern Cheyennes.	10,750	.....	.....	.....	.....
Mountain Crows	2,700	6,250,000	1	90	.....
Flatheads	1,700	1,433,600	1	27	.....
Shoshones and Bannocks	677	.....	.....	.....	.....
Tribes in Idaho.					
Nez Percés	2,807	1,344,000	2	124	$7,300
Shoshones and Bannocks	1,037	1,568,000	.....	.....	.....
Cœur d'Alênes	2,000	256,000	.....	.....	.....
Total	58,322	47,054,900	17	807	7,300

There is something more favorable than the above statement to be said in regard to the Indians in Idaho. The Nez Percés are, as a rule, more advanced than their school statistics would indicate. There has been something of disturbance and conflict among them in the past.

Great progress is reported during the past year. Favorable results are also reported from other tribes in that Territory, while the Dakota Sioux are being placed yearly in more favorable conditions for both restraint and training in the arts of peace.

During the past year the Interior Department has succeeded in opening friendly relations with the heretofore hostile Sioux and fragments of other tribes and bands who have for some years past made portions of Montana debatable ground between themselves and the white pioneers. There is opportunity in the Northwest for a comprehensive policy and a better chance, when it is begun fairly, to teach and train the growing generation of Indians. A special effort should be made on the more advanced reservations in Dakota and Idaho to organize manual-labor schools, into which children might be brought, cared for wholly, and educated to new conditions. A special effort should be made to reach the females, for, as the Cherokees have already proved, there may be many bright boys turned out of school, but unless their homes have an elevating influence and their sisters and female associates are their equals, retrogression will, as a rule, be more rapid than their progress.

THE INDIANS OF WYOMING, COLORADO, UTAH, AND NEVADA.

The Territories and State named fall naturally in a geographical group, and the condition of the Indian population, which is at the lowest ebb, also justifies the treating of them under one head.

WYOMING.

A large body of Ogallala Sioux are found just within the borders of Wyoming, but have been mentioned in connection with Dakota, where they properly belong. The only Indian tribes permanently located in Wyoming are the Eastern Shoshones, numbering above 1,000. There are roving bands of Cheyennes, Arapahoes, Sioux, &c., but they are interlopers, and will, as the lines of settlement and travel press closer, be brought on to their reservations.

The Shoshones have had a large reservation assigned them, but, owing to the incursions of hostile Sioux and others, have not remained thereon. There is one school established, under the charge of an Episcopal missionary, with ten scholars, and recently the chiefs have shown a desire to settle their people and engage in stock-raising, and have schools established among them.

COLORADO.

In Colorado there are about 3,800 Indians, 3,000 of them belonging to the Tabequache band of Utes at Los Pinos, and the Yampa and Uintah Utes at the White River agency. The latter number 800. These bands are native to this region, and are now in possession of a very valuable territory, embracing 14,784,000 acres, for the transfer of a large portion of which to the Government, efforts, but partially successful, have been made during the past year. The Tabequache Utes have thus far shown no interest in education, while at the White River agency a small school has been in operation for some time past. The Unitarians have this in their charge, and have just established one at Los Pinos. There are 41 scholars and 1 teacher at the latter place, and 6 pupils and 1 teacher at the former. The Los Pinos school is organized on the industrial plan.

UTAH.

The Indians in Utah are under the charge of two agencies, that of the Shoshones, numbering 3,000, belonging to three bands, and that of the Utes, consisting of ten bands and numbering 8,300; in all, 11,300. The Shoshones have no reservation, are thorough nomads, are difficult to reach, and show no desire for schools or other agents of the "white man's" life. The Utes have a reservation of 2,039,040 acres in the Uintah Valley, but the bands are generally migratory and warlike. No school has been established. The comment made, in the last annual review on this subject, as to the lack of interest in the Indians' welfare exhibited by the Mormon community controlling this Territory, loses no force by repetition.

NEVADA

has an Indian population of about 12,500, divided into five tribes or bands; two of Pah and Pi Utes, and the others, Washoes, Shoshones, and Bannocks. The Pah-Utes number 6,000, and have two reservations of 320,000 acres each, are quiet, peaceable, very poor, have no schools, and are generally left to their own devices for subsistence and habits. The Pi-Utes number 2,500, have no treaty, contract, or reservation, and no aid, in any shape, is given them. They are very poor, generally steal for a living, though a few engage in farming. No schools are mentioned.

The Washoes are a miserable and drunken remnant of vagabonds and beggars, with no agent in charge and no reservation, settlement, or school. The Shoshones are under the Utah agency for the same people. They number about 2,000, while the Bannocks, about 1,500 in all, are probably to be removed to the Fort Hall reservation, Idaho. No schools or missions exist in Nevada.

Taking this exhibit, and the condition of the Indians, estimated at 26,600 souls, living in the great area designated, it is not very encouraging to them or flattering to the "superior" race with whom they have, for twenty years or more, been brought into contact.

INDIANS IN NEW MEXICO AND ARIZONA.

The condition of this population in both these Territories has attracted great attention during the past year or so, owing to the vigorous efforts of the Government to obtain control of the Apaches, and the very animated discussion that has arisen over the policy adopted. The construction of the Southern Pacific Railroad, like that

of the northern line, has been in great part the cause of active effort, thereby turning the public attention to the remarkable phases of the Indian question presented in Arizona.

The New Mexico Indian tribes are under direction of five agencies. Their numbers, &c., are as follows:

Tribes.	Population.			Reservation.	Schools.	Scholars.	Teachers.	Fund.
	Male.	Female.	Total.					
Navajoes	4,310	4,804	9,114	3,328,000	1	40	2	$2,000
Capote Utes, Weeminuche Utes, Jicarilla Apaches.	600	670	1,270	.....	.....	.....	.....	.....
Muache Utes and Jicarilla Apaches	776	683	1,459	.....	.....	.....	.....	.....
Apaches and others	781	1,114	1,895	.....	.....	.....	.....	.....
Apaches	200	250	450	.....	.....	.....	.....	.....
Pueblos	3,946	3,737	7,683	439,664	5	.....	5	.....
Total	10,613	11,258	21,871	3,767,664	6	40	7	2,000

The Navajoes are peaceable and industrious, engaged chiefly in sheep-farming. Their school is not very successful, but provision is being made for the establishment of a manual-labor boarding-school among them, from which better results are expected. Nothing has been, and probably nothing can be, done in this direction at present with the Apache and Ute bands in New Mexico. All of the Pueblo schools have been broken up but those in which the teachers are able to instruct in English, five in number.

INDIANS IN ARIZONA.

This Territory has an Indian population estimated at from 25,000 to 28,000, divided into the following tribes, with the reservations they occupy:

Tribes.	Number.	Acres.
Pimas and Maricopas	4,342	64,000
Papagoes	5,000	.....
Mohaves	4,000	75,000
Yumas	2,000	75,000
Hualapais	1,500	.....
Yavapais and Apaches	8,000	139,000
	24,842	353,000

In the case of the Apaches, their numbers are by some estimated as high as 12,000, but it is safer to take the lower estimate. A considerable band has been located with Cochise, on a large reservation, and there are a number of small reservations, temporary in character, set apart at different military posts, on which small bands have been gathered. The two tribes first named are the only ones over whom even a rude civilization has had any influence. The first-named show considerable progress, and the second are also making efforts in the right direction. The following table contains the facts relating to the settled tribes bearing on schools:

Tribes.	Population.			Number of schools.	No. of scholars.		No. of teachers.	
	Male.	Female.	Total.		Male.	Female.	Male.	Female.
Pima and Maricopa	2,199	2,143	4,342	1	54	51	1	1
Moquis Pueblo	800	863	1,663	1	41	19	1	.....
Papago	2,400	2,600	5,000	.....	.....	.....	.....	.....
Mohaves of Colorado River	450	378	828	.....	.....	.....	.....	.....
Total	5,849	5,984	11,833	2	95	70	2	1

The Mohaves and other tribes are averse to attempts at education, and of course, as yet, little or no effort has been made to reach the Apaches.

THE PACIFIC COAST INDIANS.

This designation embraces the three superintendencies of Washington, Oregon, and California. They may be thus tabulated:

Superintendency.	Indian population.	Males.	Females.	Area reservation in acres.	Schools.	Scholars.	Teachers.	Amount of school fund.
Washington	13,641	6,427	7,214	898,574	7	144	12	$16,700
Oregon	7,162	3,326	3,836	4,473,938	3	149	7	4,450
California	20,970	9,918	11,052	70,363	2	127	2	.....
Total	40,773	19,671	32,100	5,446,875	12	420	21	21,150

According to these figures the report is, on the whole, not very promising, yet some advancement is manifest. In Washington Territory there is general provision, embracing each agency, for the establishment and maintenance, under treaty stipulations, of industrial schools. Some additional interest in farming is exhibited, and generally prosperity is greater. The Yakamas are regarded as models; most of them are skilled mechanics as well as farmers. The manual-labor school is declared to have been of incalculable value to the children. Good churches, as well as schools, well attended, with native pastors and teachers, are notable features. In this Territory the Indians are commonly industrious, working at farming, trades, lumbering, &c. In Oregon, the Indians at Umatilla, Warm Springs, and Grande Ronde agencies are reported in a thriving condition, industrious and prosperous. Manual-labor schools are needed and urged. The other agencies are not in a position to do much for schools.

The California Indians are worse off in educational facilities than those in either of the other superintendencies. The Hoopa Valley agency shows the most progress, while that of Tule River is improving. But on the whole the Pacific coast does not present a very gratifying exhibit of Indian educational efforts. Perhaps one of the most pitiable facts is the neglect of the aborigines of Alaska. The Indian Bureau does not take cognizance of their condition or wants, as it is not disposed to regard them as Indians, in the general acceptance of the term. Left to themselves, it seems certain that their tendency is to retrograde. Something ought to be done toward reaching a population estimated at 70,000 souls.

CONCLUSION.

Careful examination of the foregoing facts must convince the intelligent mind that while a very encouraging change has occurred in regard to the Indians and their circumstances, more especially so in the matter of the interest attaching thereto among the more favored race, yet, that nothing of a permanent character for their adaptation to civilized habits will ever be really achieved until we take in hand more seriously and systematically the educational work among them. Decidedly the best missionary labor will be that which can obtain control—First. Of the female children, and place them under efficient training. Secondly. Of the boys, and not simply teach them to read and write, sing hymns and pray, but train them to habits of intelligence and, wherever possible, to skilled labor. Thirdly. That will, as a rule, supply to the male adults occupations more suited to their nomadic habits, such as trading stock, making of them herdsmen and shepherds.

Thus, by separation of the rising generation from wild habits and roving life, we may hope to successfully save this race to a more useful existence, and help those beyond such ambition to quieter and more peaceable surroundings.

The Indian service is necessarily expensive; yet, with more present aid and wise direction, the establishment of industrial and other schools might in a comparatively short time greatly reduce those expenditures, by making the Indians self-supporting, and finally one with the great body of the American people.

RICHARD J. HINTON.

EDUCATIONAL CONVENTIONS AND INSTITUTES.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The twelfth annual meeting of the National Educational Association was held, as appointed, at Boston, Massachusetts, on the 6th, 7th, and 8th days of August, 1872. The day sessions were held, with one exception, in the girls' high and normal school building, and the evening sessions at the Lowell Institute. The forenoons and evenings were occupied by the general association, and the afternoons by the four departments.

The spirit of the meeting was excellent. The interest in each department was admirably sustained, a result chiefly due to the excellent manner in which the presidents—Miss Lathrop, and Messrs. Rounds, Hancock, and Wallace—discharged their duties.

For the following report we are indebted largely to the Ohio Educational Monthly, edited by Hon. E. E. White.

GENERAL ASSOCIATION.

The association met in the beautiful hall of the girls' high school, Tuesday, August 6, at 10 a. m., the president, E. E. White, of Ohio, in the chair.

Prayer was offered by Rev. Dr. Miner, of Boston, after which Mayor Gaston made a brief but happy address of welcome on behalf of the city.

Mayor Gaston was followed by Rev. Dr. R. C. Waterston, who, on behalf of the school committee of Boston, cordially welcomed the association to the city and congratulated the teachers of the country on the deep and general interest now taken in public schools, and the wonderful progress that has already been made. As an illustration of this progress, he stated that 150 years ago girls were first admitted to the public schools of Boston to fill seats vacated by the boys in summer time. Now the National Educational Association, with scores of women in full membership, assembles in this magnificent building, erected solely for the higher education of girls.

Dr. F. H. Underwood made a humorous allusion to the idea, commonly held by residents of other places, that the Boston man considers himself finished in every particular, and is absorbed in the contemplation of his perfections. He assured the audience that, whatever may have been true, this state of things no longer exists. The young president of Harvard University has inaugurated reforms, and the movement has reached the high schools and the other schools of Boston. Those intrusted with the management of the public schools were conscious that perfection has not yet been reached, and are seeking light from every source.

The president of the association responded. He gave to Massachusetts the great honor of establishing the first system of free public schools, and spoke in words of high eulogy of what the State had done for the cause of education. On behalf of the association he thanked the mayor of the city and the representatives of the school committee for their cordial welcome. In conclusion, he thanked the association for the honor of presiding over its deliberations.

After the appointment of Mr. E. B. Frost, of Illinois, as assistant secretary, and Messrs. Chauncey R. Stultz, of Ohio, and R. Woodbury, of Maine, as assistant treasurers, the meeting adjourned.

Evening session.—The association re-assembled at eight o'clock, in the Lowell Institute.

Rev. Dr. A. D. Mayo, of Cincinnati, gave a very able lecture on "Methods of moral instruction in public schools." He said that we live in the era of methods in public instruction, and now approach the era of methods in moral culture. We must first rid ourselves of a huge drift of error in regard to the province of our public schools. Their purpose is to make neither profound scholars nor saints, but to make good American citizens, such men and women as will preserve and ennoble the Republic. The morality to be inculcated in these schools is that of the Christian religion. We can not teach a Chinese or heathen morality, nor can we teach the vague standards of materialism. Every method presupposes a living soul at the center of operation, without which it is a mere machine; and hence, the first condition in moral instruction is a teacher whose life is the embodiment of such morality.

The rage for intellectual culture is becoming the Moloch of American schools. The teaching of children is now almost entirely in the hands of young women, and their intellectual qualifications are subjected to constant scrutiny and supervision. They are compelled to run a gauntlet worse than their grandmothers who were captured by the Indians. Their moral fitness is vastly more important. The new methods of teaching

open a way for the most successful moral instruction, but they are powerless in the hands of a teacher who has no moral perception. The methods of object and oral instruction are still on trial. Unless we place in our school-rooms a class of teachers filled with a high moral purpose, the children will be dragged down to common earthworms. The common school is the place where the child should be taught the great lessons of morality in public life, for morality and patriotism are inseparable in a country like ours.

Our teachers are too often so highly wrought in æsthetic and literary culture that they go into our schools with an utter ignorance of, and almost an utter contempt for, our common American life; very charming, no doubt, as ornaments of wealthy homes, but utterly unfit to mold our boys into well-rounded American citizens. The imperative need of our schools to-day is some method of common-sense moral supervision.

The discussion was opened by Dr. J. M. Gregory, of the Illinois Industrial University, who said that Dr. Mayo had exhausted the subject, and he could only retouch the picture. Our schools are designed not only to educate the children intellectually but morally, and the expenditure for their support can not be justified if we take away that which causes the children to grow up into good citizens. We can not send a child's intellect to school and keep his moral nature at home. The highest intellectual culture can not be attained unless there is a moral nature which will furnish the necessary incentives. The safety of the Republic and of humanity itself depends upon moral instruction in our public schools. The grand purpose of the teacher is to form character.

Hon. Joseph White, secretary of the board of education of Massachusetts, said that Dr. Mayo had spoken the truth in eloquent words and in a more eloquent spirit. With such sentiments inspiring our teachers the Republic is safe.

Three years since a great audience applauded the sentiment, "The school for intellectual education, and the church for moral education"—a heresy whose adoption would be fatal to the public-school system. His creed was a brief one, and not of his own originating, but derived from the words of one of the best friends of education, now gone to his final rest, Josiah Quincy, who said, "There can be no freedom without morality, no morality without religion, and no religion without the Bible"—and so give us and our children the Bible.

Second day.—The association convened Wednesday morning at 9 o'clock. Prayer was offered by Rev. Dr. Wallace, president of Monmouth College, Illinois.

After the appointment of committees on places for teachers, resolutions, and the transaction of other business, the president called upon Dr. J. W. Hoyt, of Wisconsin, chairman of the permanent committee on the national university to make a brief report of progress.

Dr. Hoyt stated that the idea of founding a national university had been in the minds of many of the leading statesmen and educators of the country for many years, and gave the history of the action of the National Educational Association on the subject. With a view of bringing the subject in a practical form before the country, the committee appointed at Saint Louis prepared a bill, which was submitted to many persons for criticism and suggestion. The bill was then carefully revised, and on the 28th of May last it was introduced in both Houses of Congress by the Committees on Education and Labor. He stated that the bill had been favorably received in Congress, and that it had been approved by nearly all of the higher institutions of the country. The prospects of its early passage he thought were encouraging.

Professor William F. Phelps, principal of the First State Normal School of Minnesota, read a paper on "The system of normal training-schools best adapted to the wants of our people," presenting the necessity of the normal training of teachers, giving the history of the establishment and growth of normal schools in this country from the opening of the first at Lexington, Massachusetts, in July, 1839. He paid high compliments to Father Pierce, Horace Mann, Nicholas Tillinghast, and other pioneers in the normal cause. In conclusion, he urged that every university or college should have a professor of teaching; that every State should support one or more normal schools of a high grade, an elementary normal school in each county, and a system of normal teachers' institutes.

After a few songs by the Jubilee Singers from Fisk University, Tennessee, who were warmly applauded, Professor D. B. Hagar, of Salem, Massachusetts, opened the discussion of the paper. He stated that the normal schools of Massachusetts embrace a course designed to prepare teachers for high schools, and also one to prepare teachers for lower schools. He was not in favor of establishing normal schools of a lower grade, but believed strongly in the value of teachers' institutes.

President N. T. Lupton, of the University of Alabama, said that a normal department has been organized in that institution, and briefly described the course of instruction.

Hon. John Eaton, jr., national Commissioner of Education, read an interesting and able paper on "The educational lessons of statistics." These lessons were partly drawn from the early records, but chiefly from the census of 1870.

Hon. B. G. Northrop, secretary of the State board of education of Connecticut, stated that the statistics of illiteracy in this country were distorted and improperly used. No less a man than Hepworth Dixon, of England, had pointed him to these statistics as proof of the failure of the school system in the United States. He replied, that in the Northern States, at least, this illiteracy was imported illiteracy, and largely from the United Kingdom of Great Britain.

Evening session.—The association met in the evening at the Lowell Institute. Hon. J. P. Wickersham, of Pennsylvania, chairman of the committee on nominations, reported the following officers:

President—B. G. Northrop, Connecticut.

Vice-Presidents—Newton Bateman, Illinois; George P. Beard, Missouri; Abner J. Phipps, Massachusetts; Edward Brooks, Pennsylvania; James H. Binford, Virginia; John Swett, California; N. T. Lupton, Alabama; A. P. Stone, Maine; N. A. Calkins, New York; Miss D. A. Lathrop, Ohio; W. N. Hailmann, Kentucky; N. P. Gates, Arkansas.

Secretary—S. H. White, Illinois.

Treasurer—John Hancock, Ohio.

Counselors—E. E. White, Ohio, and John Eaton, jr., at large; Warren Johnson, Maine; Judah Dana, Vermont; D. Crosby, New Hampshire; E A. Hubbard, Massachusetts; J. C. Greenough, Rhode Island; Mrs. M. A. Stone, Connecticut; J. H. Hoose, New York; Charles H. Verrill, Pennsylvania; M. A. Newell, Maryland; J. O. Wilson, District of Columbia; A. E. Dolbear, West Virginia; M. Webster, Virginia; H. B. Blake, North Carolina; W. H. Baker, Georgia; Joseph Hodgson, Alabama; Miss H. E. Hasslock, Tennessee; W. T. Harris, Missouri; Mrs. A. S. Kissell, Iowa; Miss E. D. Copley, Kansas; George Howland, Illinois; C. R. Stultz, Ohio; J. Newby, Indiana; E. Olney, Michigan; J. W. Hoyt, Wisconsin; H. B. Wilson, Minnesota.

The report was adopted, and the officers named elected.

Hon. Newton Bateman, State superintendent of public instruction of Illinois, read an able and elaborate paper on "Compulsory school attendance." He said, that were compulsory attendance to be made a matter of legislation, he should have his bill entitled "An act to secure the educational rights of children," rather than "An act to compel the attendance of children at school." He proceeded to treat his theme under two heads, offering two reasons for such legislation, viz: because it is within the legitimate province of a republican government; and because it is necessary and expedient. He showed, by numerous arguments and examples, that the principle of compulsion is the basis of all laws as well as of government itself. Compulsion is the bed-rock on which every human government rests. Bayonets and bomb-shells are the final adjudicators. Without this investiture of force, and the right to appeal to it in emergencies, every organized government would go to pieces. In every case, in the last resort, it meets the culprit with clenched fist, and not with moral precept. In the matter in question, the compulsion of attendance would be infinitely less repugnant than countless laws which have been swallowed and digested.

The hour being late when Mr. Bateman closed, there was no further discussion of the subject.

Third day.—Thursday morning's session was opened with prayer by Rev. David Crosby, of Nashua, New Hampshire.

A communication was read from the German-American Teachers' Association, requesting permission to co-operate with the National Educational Association, and offering to present the plans and methods of some German educators at the next annual meeting. The communication was referred to the board of directors, and the delegates from the German association present were invited to participate in the proceedings.

Hon. John Swett, deputy superintendent of the schools of San Francisco, California, read a spicy and suggestive paper on "The examination of teachers." He took strong grounds against the New England system of examining and employing teachers, as vexatious and useless, and gave an amusing account of his early experience as a teacher both in New England and California. He was happy to say that this ill-advised system had been abolished in California, and that the office of teacher had risen to the dignity of a profession. The remedies for the evils of the New England system were the organization of State and county boards of examiners, composed exclusively of professional teachers; the issuing of a graded series of certificates, from life certificates down to limited certificates for temporary teachers; the adoption of written examinations, the percentages to be indorsed on the certificates; a legal recognition by each State of the professional certificates given on actual examinations by legal boards in every other State, and of the normal-school diplomas issued in other States; and a combined effort to lengthen the terms of school officers.

The paper elicited a spirited and interesting discussion, which was participated in by Professors S. S. Green and M. Lyons, of Rhode Island; Superintendent Northrop, of Connecticut; Dr. Levison, of New York; Dr. F. Taylor, of Pennsylvania; Superintendent Abernethy, of Iowa; John Hancock, of Ohio; Professor Stevens, of West Virginia; President Chadbourne, of Williams College, Massachusetts; Mr. A. Bronson

Alcott, of Massachusetts; Mr. J. Dana, of Vermont; and Superintendent Wickersham, of Pennsylvania.

On motion of Mr. Beard, of Missouri, the subject was referred to a committee, with Hon. John Swett as chairman, to report at the next meeting. Hon. J. L. Pickard, of Illinois, and Hon. Joseph White, of Massachusetts, were appointed the other members of the committee.

The following resolution, offered by W. E. Crosby, of Iowa, was referred to the above committee:

"*Resolved*, That this association gives its influence to the securing of a common recognition throughout the Union of normal-school diplomas and State certificates, as evidences of qualifications actually possessed by higher classes of teachers, principals, superintendents of the States, counties, and cities; provided that an equal and impartial basis of training and scholarship can be generally adopted."

ART EDUCATION.

Mr. Walter Smith, State director of art education in Massachusetts, read an excellent paper on "Drawing in public schools." He advocated the teaching of drawing as a relief to the mental faculties of children, often overstrained by the ordinary school routine; and, to this end, the first lessons should exercise the eyes and fingers in a manner least likely to tax the mind. What is needed is a system of drawing simple enough to be taught by all teachers and learned by all pupils.

Drawing should be taught by the regular teachers, for the employment of a special teacher of drawing caused the pupils to believe that it was a very difficult study. Many children, not skillful in drawing lines, are very quick in drawing conclusions.

The first lessons in drawing should be each a stepping-stone to the next. In primary and grammar schools drawing should be taught as a language, the speech of the eye; while in the high schools it may be taught as an art. A course of instruction for the different grades of pupils was sketched, and printed outlines were distributed.

Mr. Smith believed that art education could be made more successful in this country than in any other. The paper was very acceptable to the audience, and was frequently applauded.

Mr. Northrop, of Connecticut, congratulated Massachusetts on being the first State to adopt, by legislation, a system of art education for the public schools.

CLOSING EXERCISES.

At 4.30 o'clock Thursday afternoon the general association convened for the closing exercises. The president introduced Mr. Mori, the Japanese minister to this country, who was received with hearty applause.

ADDRESS OF THE JAPANESE MINISTER.

Mr. Mori said that he was happy to say a few words respecting the educational movement in Japan. All had heard of the social and political revolution in that country. Until recently, education was considered of little importance except for the officials. A bureau of education has been established, and several foreign teachers, mostly Americans, have been employed. The language of Japan was too poor—too short—to use for higher steps. Five or six hundred persons were sent abroad to study, and some returned with the belief that without education at home their civilization can not be improved.

This not being fully appreciated, the embassy recently here was sent out. It was very difficult to send these high officials abroad, and during their absence very little is doing in Japan. The schools of that country are mainly for the high officials, but the members of the embassy were convinced of the necessity of education for all, both male and female. The commissioner of education, a member of the embassy, had told the speaker that he had become convinced of the necessity of teaching the English language. The mayor of Yedo, now in Boston, told him he was very anxious to have the millions of people in his city lifted up as much as possible; that the teaching of English is a step toward it. His belief was that education must be undertaken first, in preference to railroads and other accompaniments of an advanced civilization. Many schools for both sexes have been established in Japan, but owing to the want of teachers they are unable to do as much as they would like to do. They are obliged to take the foreigners residing there, tradesmen, and even sailors; and they do not make a good impression on the Japanese. He had advised the establishment of a good number of normal schools to train teachers. He hoped to receive suggestions in the matter from prominent educators in this country. If Japan fails in this, all Asia will lose, as Japan is the gate to Asia. He predicted that when public schools are generally established in Japan, the English language will become the prevailing language of the country, and the native language would in time only be preserved as a curiosity.

The president thanked Mr. Mori for the honor conferred on the association by his presence, and assured him of the deep interest felt by the educators of this country in the great educational movement in Japan.

William Gaston, the mayor of Boston, Rev. R. C. Waterston, D.D., Dr. Francis H. Underwood, A. Bronson Alcott, Henry Barnard, Mr. Mori, the Japanese minister, and Edward Shippen, of Philadelphia, were chosen honorary members.

RESOLUTIONS ADOPTED.

Resolutions were adopted approving of the bill now pending in Congress for the appropriation of the proceeds of the sales of public lands to educational purposes; congratulating the country on the great usefulness of the National Bureau of Education, and recommending to Congress the furnishing of increased facilities for the publication of circulars of information and the issue of a much larger edition of the annual report for distribution among the teachers and school officers of the country; recommending to boards of education and teachers the adoption of measures looking to the introduction of art instruction into all schools; recommending the introduction of instruction in the elements of physical science; and urging the establishment of normal schools, teachers' institutes, and other instrumentalities for the special preparation of teachers.

The president made a brief closing address, and then introduced Hon. B. G. Northrop, the president-elect, who accepted the position in a few well-chosen words. He announced that the next meeting of the association would be held in Elmira, New York. After singing the doxology, the association adjourned.

ELEMENTARY DEPARTMENT.

The first session opened at 2.30 o'clock, Tuesday, August 6. The exercises were introduced by a few appropriate and happy remarks by the president, Miss D. A. Lathrop, of Cincinnati.

N. A. Calkins, assistant superintendent of schools of New York City, read an able paper on "Object-teaching." He contrasted the methods of instruction in the kindergarten school with the system of the ordinary primary schools, and urged that primary instruction should be in harmony with the nature of the child. The true office of object-teaching is to prepare for the study of text-books, by observation and oral instruction.

DISCUSSION.

Zalmon Richards, Washington, District of Columbia, thought that a thorough reform was needed in our system of primary instruction, and that object-teaching should become a principle instead of a conviction. He was convinced that we are radically wrong in our whole system of primary instruction, in our school-rooms, our play-rooms, and our books.

The discussion was continued by A. Bronson Alcott, of Concord, Massachusetts, who expressed himself in full sympathy with the advanced educational movements of the day.

Professor M. A. Newell, principal of the State normal school, Baltimore, Maryland, read a paper on "English grammar in elementary schools." He said that among modern writers of distinction not one in a hundred ever studied English grammar as such. We learn to sing by singing, and to draw by drawing, and in the same way we must be taught to speak and write correctly by speaking and writing. He thought that text-books in grammar should be abolished in all grades below the high school.

Mr. W. C. Crosby, superintendent of schools of Davenport, Iowa, who opened the discussion, believed that theory and practice must go hand in hand. He thought that Professor Newell would have many disciples but very few followers.

The subject was discussed by other speakers, after which the session closed.

Wednesday's session was opened by a paper on "The adaptation of Froebel's educational ideas to American institutions," by W. N. Hailmann, editor of the Schulzeitung, Louisville, Kentucky. He thought that the United States offered the greatest field for the system of education invented by Froebel. He proposed the appointment of a committee of true-hearted, clear-headed people from all parts of the land to examine this system and consider what is needed to adapt it to the wants of our schools, and report at the next meeting of the department. In closing he offered a resolution to that effect, which was adopted, and a committee of seven appointed to carry out its provisions.

Dr. Adolph Douai, of Newark, New Jersey, spoke in commendation of the kindergarten system. Miss Elizabeth Peabody, of Boston, thought Froebel's peculiarity to be, that he prepares the child to learn. She gave an interesting account of the gradual development of a child's perception, illustrating the method by means of some of the appliances used in the system.

After a short recess, Mr. Ambrose P. Kelsey, principal of the high school in Clinton, New York, read a paper on "School architecture and furniture," speaking principally of the school buildings of small towns. He treated of their size, internal arrangements, external appearance, location, grounds, &c., and gave many excellent suggestions respecting the heating, ventilation, and other accessories of the school-room.

On Thursday afternoon, Mr. C. O. Thompson, principal of Worcester Free Institute of Industrial Science, read a paper on "Physical science in elementary schools." He advocated the teaching of the elements of the physical sciences in common schools, giving the preference to natural history. He would make room for such instruction by abolishing the study of grammar, substituting therefor the teaching of language orally.

The subject was discussed by I. N. Carlton, principal of the State normal school of Connecticut, and C. M. Woodward, dean of the polytechnic department of Washington University, Saint Louis, Missouri.

A paper, by Dr. F. H. Underwood, of Boston, on "English literature in popular education," was next read.

The following officers were elected: President, N. A. Calkins, New York; vice-president, Miss H. N. Morris, New York; secretary, Miss Augusta M. Manly, Cincinnati.

NORMAL DEPARTMENT.

The first session opened on Tuesday afternoon, at 2.30 o'clock. The president, C. C. Rounds, of Maine, made a brief and appropriate address.

Mr. J. C. Greenough, principal of the State normal school of Rhode Island, read a paper on "What is the proper work of the normal school?" The paper was discussed by A. G. Boyden, of the Bridgewater normal school, Massachusetts, and Dr. M. R. Leveson, of New York.

General S. C. Armstrong, of the Hampton Normal Institute, Virginia, read a paper on "Normal work among the freedmen." He urged that the great demand for colored teachers in the South should be met by normal schools, supported by the charity of the North.

Miss Emma C. Brackett, of New York, recently of Saint Louis, read a paper on "The American normal school," which, she urged, should give to its pupils the garnered treasure of the past, and send them forth with the ability to dispense it. It should also give its pupils, though sparingly, special methods and rules for doing this work. There should be a uniform system of normal training, so far as principles are concerned.

The exercises of Wednesday afternoon were opened by a discussion of the papers by Mr. Greenough and Miss Brackett. Mr. Williams, of Vermont, believed that the true work of the normal school was to teach methods, not subjects. George P. Beard, of Missouri, said that subjects and methods should be taught together, and that the recitations should be topical in form. E. H. Cook, of Pennsylvania, thought that the principles, the science, of education should be taught as well as methods. Charles H. Verrill, of Pennsylvania, said that normal pupils should study every subject, with the idea of learning how to teach them. C. F. R. Bellows, of Michigan, did not believe that subjects and methods could be separated in normal schools.

Hon. T. W. Harvey, State commissioner of common schools of Ohio, read an able paper on "Professional training in normal schools." He urged that the course of training in normal schools should be mainly adapted to the wants of those who intend to make teaching a life profession, and that the preparation of temporary teachers should be left to normal institutes, State and county, and to other institutions.

He thought that the wisdom of establishing expensive normal schools to give temporary teachers academic instruction, thus duplicating the work of high schools and academies, may well be doubted.

The paper was discussed by J. H. Hoose, of New York; George P. Beard, of Missouri; Miss Anna C. Brackett, of New York; Mr. Blake, of North Carolina; Wm. H. Phelps, of Minnesota; J. P. Wickersham, of Pennsylvania; and A. Bronson Alcott, of Massachusetts.

Mr. Beard urged that normal institutes must be relied upon for the professional instruction of the great body of teachers. Mr. Wickersham thought that, for many years, there would be two classes of teachers, permanent and temporary, making necessary two classes of normal schools. In one class, chiefly professional work should be done; in the other, there must be academic instruction. Mr. Phelps thought that academic and professional instruction must be combined in the normal schools of the West.

The first exercise on Tuesday afternoon was the reading of a paper on "The relation between matter and method in normal instruction," by George P. Beard, principal State normal school, Warrensburgh, Missouri. He said that the teacher must have a knowledge of the subject-matter of instruction as well as of methods, and, hence, matter and method must be combined in normal schools. Method must be taught in

connection with matter. The theory that pupils should come to normal schools with a good education merely to receive professional training, lacks practicability. Normal schools should be more than academies; they should impart a knowledge of the principles and methods of teaching.

Mr. Williams, of Vermont, who opened the discussion, did not see how normal schools were to reach a professional basis by continuing the practice of academic teaching. Mr. Verrill, of Pennsylvania, said that if only professional work was done in normal schools, many of them would have very few pupils. Mr. Greenough, of Rhode Island, thought that the plan of giving professional instruction only did not preclude the attainment of academic knowledge, for in learning how to teach a subject, a pupil's knowledge of it would be increased.

Miss J. H. Stickney, principal of the Boston training school, spoke on "Practice schools; their uses and their relation to normal training." She said that practice should have at least one-third of the attention of the normal pupil. Abstract professional instruction in methods is not enough. Practice schools will enable teachers to acquire much which they can get in no other way. She doubted the wisdom of making the normal class a class for practice.

The following are the officers elected: President, A. L. Boyden, Massachusetts; vice-president, J. Estabrook, Michigan; secretary, M. A. Newell, Maryland.

DEPARTMENT OF SUPERINTENDENCE.

This department held its first session Tuesday afternoon, the president, John Hancock, of Cincinnati, in the chair.

Rev. Henry F. Harrington, superintendent of schools of New Bedford, Massachusetts, read an elaborate paper on "The extent, methods, and value of supervision in a system of schools." He said that wherever schools are defective and poor, the cause, in almost every case, is a want of the right kind of supervision. The value of the supervision of a single mind is no more important in business enterprises than in education. It is impossible for local school committees to supervise schools properly, because they rarely, if ever, are fitted for the work by nature or training, and have not the time which they are willing gratuitously to give to the work. He advocated a system of supervision, comprising a State superintendent, next county superintendents, then town and city school committees or directors—towns and cities being left free to appoint superintendents. He strongly urged the creation of the office of county superintendent, which twenty States had done, and had no excuse to offer for Massachusetts' neglect of this agency.

The discussion was opened by Superintendent W. T. Harris, of Saint Louis, who spoke of the advantages of the system of supervision in Saint Louis. He was followed by Superintendent J. P. Wickersham, of Pennsylvania; Superintendent J. L. Pickard, of Chicago; Secretary Joseph White, of Massachusetts; and others, all of whom urged the value of supervision. Mr. White did not believe that county supervision would work well in Massachusetts. The entire civil system of the State is based on the town, and not on the county.

On Wednesday afternoon, W. T. Harris, superintendent of the schools of Saint Louis, read an able paper on "The early withdrawal of pupils from school—its causes and remedies."

The discussion was opened by A. P. Stone, principal of the high school, Portland, Maine, who was followed by Superintendent John Hancock, of Cincinnati; Superintendent W. E. Crosby, of Davenport, Iowa; Superintendent E. A. Hubbard, of Springfield, Massachusetts; and Superintendent H. F. Harrington, of New Bedford, Massachusetts; all of whom dissented from one or both of the remedies recommended in the paper, viz, the admission of pupils at four years of age, and the frequent transfer of pupils. Mr. Seaver, of Iowa, and Rev. Mr. Stone, of Providence, supported Mr. Harris's views.

The exercises of Thursday afternoon were opened by the reading of an excellent paper on "Public education in the South," by Hon. Joseph Hodgson, State superintendent of public instruction, Alabama. He spoke of the condition of the South with respect to territory and capabilities, claiming that, for natural advantages and possibility of development, it was one of the most favored regions of the earth. Unfortunately, however, the ignorance of the common people there was general and lamentably great. The condition was even worse among the whites than among the colored population, for the former were actually growing more and more illiterate. Of the voters of that section upward of 1,120,000 were unable to read or write. He was in favor of the idea of compulsory education, believing that if the Government has the right to tax the people to educate the masses, it has an equal right to make those masses receive the benefit of the levy.

At the conclusion of the paper, President Hancock called attention to the very great importance of its statements. Commissioner Eaton and Superintendent Wickersham strongly favored the granting of needed educational aid to the Southern States. Mr.

Blake, of North Carolina, said that the paper expressed the exact condition and great need of the South. Mr. Hubbard, of Iowa, expressed similar views. Dr. Henry Barnard, of Connecticut, desired to see a school system inaugurated in the South similar to the itinerant system of Sweden. President Hancock closed the discussion with a touching tribute to the educators of the South, who are laboring to establish public-school systems.

W. T. Harris, superintendent of the schools of Saint Louis, Missouri, read the report of the committee on "Percentages of school attendance," which was adopted.

The following officers were elected: President, W. T. Harris, Saint Louis; vice-president, J. W. Page, of Maryland; secretary, A. P. Marble, Worcester, Massachusetts.

DEPARTMENT OF HIGHER INSTRUCTION.

The president, Dr. D. A. Wallace, of Monmouth College, Illinois, read a paper on "College degrees," in which he urged that honorary degrees should be based upon attainments as well defined as other degrees. As a remedy for the evils of irregularity in the conditions on which degrees are bestowed, it was suggested that each State should establish a senate of learned men to pass on the qualifications of candidates for degrees, the degree being bestowed by colleges on the certificate of the senate.

President Eliot, of Harvard, saw practical difficulties in the plan proposed, and suggested, as a temporary remedy, the adoption of the German system of adding the name of the college to the letters indicating the degree. The subject was further discussed by Dr. Gregory, of Illinois; Dr. Reed, of Missouri; Professor Stevens, of West Virginia; President Baird, of Maryland; and President Tappan and Mr. Henkle, of Ohio.

The session of Wednesday afternoon was held in the lecture-room of the Institute of Technology.

Professor H. M. Tyler, of Knox College, Illinois, read the report of the committee on "Greek and Latin pronunciation." He recommended that the rules given in Goodwin's Greek Grammar should be substantially followed in the pronunciation of Greek. In Latin the ancient Roman pronunciation was recommended; Professor Lane, of Harvard, being named as the best authority.

The report was briefly discussed. President Baird, of Maryland, approved of the report. Professor Harkness, of Rhode Island, and Professor Crosby, of Massachusetts, strongly advocated the English pronunciation. Professor Bartholomew disapproved of the "continental" method, and favored the ancient pronunciation as recommended in the report. Mr. Henkle had used the continental, but had gone back to the English; he thought the ancient method would save time.

Professor E. C. Pickering, of the Institute of Technology, next gave a lecture on "Laboratory methods of teaching physics." He said that he used the old method of lectures, illustrated by experiments, for preliminary instruction, after which each student studies the science practically, by manipulating the apparatus, or whatever is used, under the direction of the professor. The lecturer illustrated this method in the presence of the audience.

Professor Shaler, of Harvard College, followed with a lecture on "The method of teaching natural history."

On Thursday afternoon, Professor F. A. March, of Lafayette College, Pennsylvania, read an able paper on "The method of teaching English in high schools."

The next exercise was a discussion of the bill now before Congress for the establishment of a national university. It was opened by Dr. J. W. Hoyt, of Wisconsin, who was followed by President Eliot, of Harvard; Superintendent Northrop, of Connecticut; and Professor Stebbins, of Massachusetts.

The subject was referred to a committee, consisting of President Eliot, Dr. Hoyt, and President Lupton, of Alabama, to report next year. Inasmuch as this measure is in the hands of a permanent committee appointed by the general association, the propriety of this action by the department of higher instruction was questioned.

The following are the officers elected:

President, D. A. Wallace, of Illinois; vice-president, J. D. Runkle, of Massachusetts; secretary, W. D. Henkle, of Ohio.

THE RECEPTION AT FANEUIL HALL.

A fine reception, tendered to the association by the city government, took place on Thursday evening, at Faneuil Hall. A splendid and superabundant collation was served at an early hour.

The divine blessing was invoked by President Chadbourne, of Williams College. After nearly an hour had been spent at the tables, Rev. Dr. Waterston called the assembly to order, and, with a few remarks, introduced Hon. A. H. Rice, who spoke in behalf of the city of Boston. Speeches were also made by Hon. B. G. Northrop, of Connecti-

cut; Hon. Joseph White, of Massachusetts; President E. E. White, of Ohio; Hon. John Eaton, jr., national commissioner; Hon. J. P. Wickersham, of Pennsylvania; Hon. John Swett, of California; Hon. Joseph Hodgson, of Alabama; and Superintendent W. T. Harris, of Saint Louis.

The occasion was a fitting close to the exercises of the three previous days.

The attendance at this meeting was very satisfactory, but would have been much larger, had not the principal railroads, for some unexplained reason, failed to extend the usual courtesies in the reduction of fares.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The forty-third annual meeting of this institute was held at Lewiston, Maine, on the 13th, 14th, and 15th of August. The indefatigable efforts of the president, Abner J. Phipps, Ph. D., of Massachusetts, to make this meeting an interesting and profitable one, were crowned with success.

At the first session, on Tuesday evening, which was held in the grammar-school hall, Rev. F. F. Ford offered prayer. The secretary read the minutes of the last annual meeting, held at Fitchburgh, Massachusetts, July, 1871. Hon. M. T. Ludden, in the absence of Mayor Cowan, made the address of welcome. President Phipps responded briefly, and Hon. J. L. Pickard, superintendent of schools of Chicago, as a substitute for Hon. James G. Blaine, gave the chief address of the occasion. His theme was "The hinderance to making the work of teaching a profession."

On Wednesday the institute occupied Lyceum Hall at each of its three sessions. The attendance of educators was very good for a rainy day. Rev. E. N. Haynes, of Lewiston, offered the morning prayer.

Walter Smith, esq., late of England, now of Boston, Massachusetts, State director of art education in Massachusetts, read an admirable paper on "Drawing in our public schools." A pleasant discussion followed, Mr. Smith being called upon to answer several questions from the floor.

An admirable paper on "Music in schools" was then presented by J. Baxter Upham, M. D., chairman of the committee on music of the Boston school board. Dr. Upham sketched the history of the study of music in our public schools, especially in the schools of Boston, where in 1839 the study was first regularly introduced by the school board. Mr. Luther W. Mason, teacher of music in the primary schools of Boston, with a class of little ones from the Lewiston schools, illustrated his method of teaching.

Francis H. Underwood, esq., and Rev. Dr. Bartol, of Boston, occupied the afternoon in discoursing, the former upon "English literature," and the latter on "Industrial education."

The evening address was on the "Influence of education upon labor," by Hon. J. W. Patterson, United States Senator from New Hampshire.

On Tuesday the weather was exceedingly unpleasant, and the attendance consequently small. The morning session was opened with prayer by Rev. J. S. Burgess, of Lewiston.

Officers for the next year were elected, as follows: President, M. C. Stebbins, of Springfield, Massachusetts; forty-two vice-presidents; secretary, W. Eaton, Charlestown, Massachusetts; assistant secretary, Alfred Bunker, of Boston, Massachusetts; treasurer, George A. Walton, Westfield, Massachusetts; and twelve counselors.

Resolutions of respect to the members of the association deceased the past year were adopted. These are the Rev. Charles Brooks, of Medford, Massachusetts; Rev. Cyrus A. Crane, D. D., of East Greenwich, Rhode Island; William Seaver, of Northborough, Massachusetts; Albert A. Gamwell, of Providence, Rhode Island; and Dr. Lowell Mason, of Orange, New Jersey. Addresses were made by Rev. Charles Hammond, of Monson, Massachusetts, and Professor Green, of Providence, on Dr. Mason. Mr. Lyon, of Providence, paid a tribute to the memory of the late Mr. Gamwell. Mr. T. W. Valentine, of Brooklyn, New York, paid the same tribute to the memory of Mr. Seaver, of whom he spoke as one of the earliest members of the institute, who had labored with the pioneers in the promotion of its objects.

At 10.15 a. m. the association listened to a paper, by Nathaniel T. Allen, of West Newton, Massachusetts, on "Public instruction in Germany."

Professor Pickering, of the Massachusetts Institute of Technology, gave a brief address on the "Laboratory method in physics." He advocated tin and pine as the materials for apparatus, and the system of giving the pupils the handling of experiments.

At 2 p. m. the institute re-assembled, and listened to a paper by Hon. E. E. White, of Columbus, Ohio, on "The two systems of education." He urged that the first and highest function of school training is the development and culture of all man's powers and faculties in due harmony and equipoise. The subordinate function is to impart a knowledge of those things practically useful for guidance. The first aim is discipline; second, knowledge. The study that meets both tests is of assured value.

At 4 p. m. the newly-elected president, Mr. Stebbins, was introduced to the institute,

and thanked the members for the honor. After singing the doxology, the institute adjourned.

The next annual session will be held at such place as the directors may decide.

NATIONAL BAPTIST EDUCATIONAL CONVENTION.

The second National Baptist Educational Convention was held in the First Baptist Church of Philadelphia, May 28, 29, and 30, 1872, there being in attendance about 140 delegates from twenty States and two Territories.

Hon. Francis Wayland, Connecticut, was elected president, who, on taking the chair, expressed his hearty sympathy with the object of the convention, viz, the consideration of the best methods by which the denomination might be lifted to a higher plane of Christian education.

The secretary, Dr. S. S. Cutting, read a communication from the American Baptist Educational Commission, surrendering to the National Baptist Educational Convention the care of the educational work in which it has been engaged.

An address of welcome was made by Rev. George Dana Boardman, D. D., which was followed by the opening address by Rev. B. Sears, D. D., LL.D., on "Institutions of learning established by Christian denominations, considered with reference to present and probable systems of public instruction," which was discussed under the following heads: Religious education in the family, the church, and the Sabbath school; elementary education in the public schools; higher education in the academy, the scientific school, the college, and the professional school; and general education acquired in business, in society, and by general reading.

On Tuesday afternoon, President Kendall Brooks, D. D., of Kalamazoo College, read a paper on the question, "How, and to what extent, may colleges, established for the education of young men, and adjusted to that end, be made, by the teaching which they offer, and by their apparatus of instruction, to serve, without damage to that original purpose, in the education of young women?"

This was followed by a discussion of the paper, by Dr. Broadus, of South Carolina; Dr. Bliss, of Pennsylvania; President Burleson, of Waco University, Texas; and President Brooks.

Rev. A. C. Kendrick, D. D., LL.D., of the Rochester University, read a paper on "The methods and uses of classical studies." The paper was discussed by Professor J. L. Lincoln, of Brown University; Dr. Bliss, and Dr. T. G. Jones.

This was followed by a paper, prepared by Rev. S. S. Cutting, on "The organization of the educational work of the Baptist denomination." The paper was discussed by Dr. J. Wheaton Smith, Mr. Shepardson, Dr. Turnbull, President Hovey, Dr. Murdock, and Rev. Mr. Cushman.

Rev. R. C. Mills, D. D., read a paper on "Hinderances to the increase of the ministers of the gospel," which was discussed at length. Professor George D. B. Pepper, D. D., read a paper on "What is a theological education?" Professor N. L. Andrews, of Madison University, spoke on "The moral elements of a teacher's art." Professor H. H. Harris introduced a paper on "Methods and limits of beneficial aid."

The committee on "Organization of the educational work of the Baptist denomination" reported a constitution as the basis of a national society, the discussion of which was postponed until evening, when, after the reading of a paper on "The relative claims of our institutions of learning on the public benefactions of our churches," it was opened by President Bailey, of California, and continued by Professor Greene, Dr. J. A. Smith, Dr. Turnbull, and others, and recommitted. Being subsequently reported back with modifications, it was discussed at length and laid on the table, and then it was voted to proceed to form a national educational association, to be known as "The American Baptist Educational Commission," which adopted a constitution.

Among the incidents of the convention was an excursion to Crozier Theological Seminary at Chester, and a breakfast in Fairmount Park, on Friday. A train of cars being specially provided for the purpose, the members of the convention, and many guests invited, left the city for the park at about 9 o'clock a. m. The breakfast was spread in a tasteful pavilion. Hon. Francis Wayland, president of the convention, presided. After the repast several speakers were called upon to respond to sentiments, among whom were the host, W. R. Bucknell, esq., W. E. Littleton, esq., Rev. J. W. Smith, D. D., Father Gavazzi, Rev. Lemuel Moss, D. D., Rev. S. S. Cutting, D. D., Rev. Alexander Reed, D. D., George H. Stuart, esq., and others. Considering the character of the persons present, the beauty of the day, the elegance of the repast, and the excellence of the addresses, the "Bucknell breakfast" was a most delightful incident of this otherwise memorable occasion.

GERMAN-AMERICAN TEACHERS' UNION.

The third annual meeting of this union was held in Hoboken, New Jersey, July 31, and was welcomed by Mr. C. Rübsamen, who, as the president of the local committee

of arrangements, tendered the accommodations connected with the Stevens Institute of Technology for the general meetings and those of the sections. W. N. Hailmann was elected president, and other officers were duly chosen. The afternoon was spent in visiting the Stevens Institute of Technology, founded by the late Edwin A. Stevens.

At the first general meeting of the union, a paper prepared by the central committee on the question "How can the developing method be introduced into the English normal and public schools?" was read by Mr. P. Stahl.

The president, Mr. W. Hailmann, L. Hotse, and Dr. A. Douai, were appointed delegates to attend the National Teachers' Association in Boston, in August, with a statement that the members of the Hoboken convention desire to join their efforts with those of the National Teachers' Association in the cause of educational reform.

A paper was read by Mr. L. Klemm on "What separates the German from the American schools, and what connects the two?" This was followed by a paper upon "The relation of the public and the German-American school to the German nationality within the United States," which was discussed by Messrs. Feldner, Moeller, Deghee, Oesmann, Klemm, Dr. Douai, and others; and the following resolution was adopted: "That the German-American school should be as much as possible perfected so as to serve as a model to the public school."

The last paper was a report from the central committee on the question "How can the German language be successfully introduced into the public schools?"

A letter was received from the "committee on invitations" of the Pennsylvania State Teachers' Association, inviting this convention to a participation in their meeting; and Mr. Schoedler, of Pennsylvania, was appointed to represent the union there.

On invitation of Hon. Mr. Harris, superintendent of schools, Saint Louis, the union voted to hold its next annual meeting in that city, from the 28th to the 31st of July, 1873.

EDUCATION OF THE DEAF AND DUMB.

GENERAL STATISTICS.

According to the census of 1870, the whole number of deaf and dumb in the United States was 16,205. Teachers of the deaf and dumb believe that these figures are far too low, this belief being based upon the fact that they individually know of many deaf-mutes whose names do not appear upon the rolls of the census. The information thus obtained from private sources is, of course, too vague and fragmentary to admit of any conclusive criticism of the census, or of trustworthy estimates as to what the returns ought to be; but it certainly shows that numerous errors do exist. It is supposed that the omissions are chiefly due to the difficulty of determining, with regard to very young children whether they are deaf or not; the unwillingness of parents to acknowledge the affliction of their children; the doubt in the minds of census-takers and parents, with many cases of semi-mutes, whether these ought or ought not to be included among the deaf and dumb—as for purposes of education they undoubtedly ought—unless formed into a class by themselves; and the neglect of the census-takers, in some instances, to make their inquiries sufficiently full and explicit. The whole number of the deaf and dumb in the United States is variously estimated at from 20,000 to 25,000; but it can not be determined at present with any approach to accuracy.

STATISTICS OF EDUCATION.

The census of 1870, as was stated in the last report of the Commissioner of Education, contains very full and valuable statistics of illiteracy in the United States. It is much to be regretted that the inquiries upon this subject were not extended to the deaf and dumb, and tables prepared showing, as accurately as might be, the proportion of the uneducated among this class. In the absence of such information no definite conclusions can be reached with regard to the whole body of deaf-mutes. With respect, however, to such of them as are now of a suitable age to be in school, the statistics gathered from the institutions for the deaf and dumb afford a basis for an approximate estimate.

The number of deaf-mutes between the ages of 5 and 20, in 1870, according to the census, was 7,562. As the proper school age is comprised within these limits, and the length of time requisite for the acquisition of an average common-school education by a deaf-mute is from seven to eight years, one-half of these, or 3,781, ought to have been in school when the census was taken. The number actually in school in 870, according to a carefully prepared table published in the American Annals of the Deaf and Dumb, for January, 1871, was 3,784. As many as 9 per cent. of these must have been in school the day the census was taken. If, then, we could believe the census to be correct, we should be able to congratulate the United States that nearly all the deaf and dumb of the country of suitable age were under instruction.

But, unhappily, the inquiries made by the officers of several of our institutions show that, notwithstanding the generous provision made for the education of the deaf and dumb, in all the States of the Union, except Florida, a large number of this class are not receiving its benefits. Mr. G. O. Fay, superintendent of the Ohio institutions says in his last report, that he has definite information concerning 182 deaf-mutes in the State, between the ages of 10 and 20, who are not, and never have been, at school. Mr. J. L. Noyes, superintendent of the Minnesota institution, publishes a similar list of 76 deaf mutes, in that State, between the ages of 8 and 25. The commissioners of the Kentucky institution say that scarcely more than half the deaf and dumb of their State who are of suitable age are in the institution. In Pennsylvania, the proportion is still less. Of the 65 counties in the State, 21, including some of the largest and most populous, are not represented, in either the State institution at Philadelphia, or the school at Pittsburgh. There are three counties, with an aggregate population of 150,000, that do not furnish a single pupil.

It is true that some of these cases, especially the last-named, are extreme instances, but they are, probably, not without parallels in the Western and Southern States. While there are no data sufficiently full and accurate to enable us to make a close estimate, there is good reason to believe that from 25 to 40 per cent. of the deaf and dumb of the United States who ought to be in school are growing up in ignorance.

HOW SHALL THE UNEDUCATED DEAF AND DUMB BE REACHED?

When we consider how fully and liberally the means of education for the deaf and dumb are provided in this country, it seems strange that there should be so many who

are deprived of it. Various causes have been assigned for this. Some parents and guardians are ignorant of the existence of institutions for the deaf and dumb; others, illiterate themselves, have no idea of the value of education; others, from misguided affection, are unwilling to part with their children; others are so selfish as to keep them at home for the sake of the rude manual labor which they are able to perform.

The manner in which these painful cases are to be reached has been a subject of earnest thought and frequent discussion in our profession. It is generally agreed that much can be accomplished by means of circulars addressed to postmasters, tax-collectors, clergymen, teachers, and others; by interesting the country newspapers in the undertaking, and especially by canvassing the State with a few pupils and giving public exhibitions. In proportion as such measures as these have been taken in the several States, the ratio of the uneducated deaf and dumb has been made appreciably less. But when every thing has been done in this direction that is possible, there still remain some parents and guardians who will not allow their children to go to school. Is there no remedy for these cases?

COMPULSORY EDUCATION.

Compulsory education for the deaf and dumb, long advocated in Germany, was first proposed in this country, so far as the writer is aware, by Mr. J. L. Noyes, at the convention of instructors of the deaf and dumb held at Indianapolis, Indiana, in 1870. An interesting discussion followed the reading of Mr. Noyes's paper on this subject, but his views seemed to meet with little acceptance, the usual objections to State interference being urged with additional force from the fact that, in the case of the deaf and dumb, it would be necessary in most instances to remove the children from their homes in order to have them educated. Since the convention, however, the idea of compulsory education has been growing in favor; it was advocated by several principals of institutions in their last reports, and at a conference of principals held at Flint, Michigan, during the present year, resolutions were passed recommending its adoption.

Whatever considerations of humanity to the individual, and of self-preservation for the community, may be urged in favor of compulsory education in general, apply with peculiar force to the circumstances of the deaf and dumb. Lack of education in their case is fraught with results vastly more disastrous both to themselves and others than in the case of those who can hear and speak. Deplorable as is the condition of the hearing person when deprived of the training of schools and the knowledge of books, it is far superior to that of the uneducated deaf-mute. Unhappy, and even dangerous, as is the state of the community in which there are many illiterate persons, it is not exposed to the same dangers as a community whose deaf-mutes are allowed to grow up in ignorance. For the hearing person, though wholly shut out from schools and utterly ignorant of books, has a continual means of education in his daily intercourse with his fellow-man; he may be illiterate, but he can not remain uneducated. Even in the lowest state of ignorance, provided this stops short of idiocy, he knows the difference between right and wrong, and is justly held responsible before the law for his acts.

But the uneducated deaf-mute, though endowed with a mind and soul capable of the highest development, is left in a condition of intellectual and moral darkness. While he gives evident proof of the possession of faculties that place him far above the idiot and the brute, and is able under favorable circumstances to develop a language by which he can communicate with his friends upon a limited range of subjects, he is incapable of receiving any such clear understanding of moral truths, of his own rights and the rights of others, as to render him properly responsible for his actions.

The condition of the uneducated deaf-mute, and his moral and legal responsibility, are admirably treated in a paper by Isaac Lewis Peet, LL. D., principal of the New York institution, entitled "The psychical status and criminal responsibility of the totally uneducated deaf and dumb," published in the journal of Psychological Medicine for January, 1872, and in the Annals for the Deaf and Dumb for April, 1872.

DANGER TO SOCIETY FROM UNEDUCATED DEAF-MUTES.

The cases in which crimes have been committed by uneducated deaf-mutes, both in this country and in Europe, are not few; and while the usage of the courts has varied somewhat, and unfortunately no statutes have been enacted with special reference to such cases, the general precedent goes to establish the principle, which must seem reasonable to all who are familiar with this class of persons, that uneducated deaf-mutes can not justly be held accountable to the laws.

In this view of the case, does not society owe it to itself, for its own protection, as well as to the deaf-mute for his welfare, to provide that when parents or guardians, through ignorance or selfishness, refuse to allow their deaf-mute children to receive the education freely offered by the State, the law shall interfere, and compel them to send the children to school?

THE GROWTH OF THE INSTITUTIONS.

While we lament that the blessings of education do not reach all the deaf-mutes of the country, the growth of the institutions affords gratifying evidence that the proportion, as well as the number of those who do receive its benefits, is constantly increasing. In 1863 there were 22 schools for the deaf and dumb in the United States, with an aggregate of 2,012 pupils; there are now 36 schools, and the number of pupils under instruction in 1871 was 4,068, an increase of more than 100 per cent. in eight years. During the present year, there have been 4,253 pupils in the 36 institutions from which returns have been received.

CONFERENCE OF PRINCIPALS.

A conference of principals of American institutions for the deaf and dumb was held at Flint, Michigan, in August last. Though the attendance was small, the discussions were spirited and profitable, and the proceedings, when published, will be of value to the profession and others interested in the education of the deaf and dumb. The principal topics discussed by the conference were the classification of pupils; institution registers and records; education of the deaf and dumb and the blind in the same institution; instruction in articulation; compulsory education; congregate dormitories; recreations; hygiene; discipline; best order of daily exercises; best mode of collecting statistics, &c.

One interesting feature of the conference was an exposition by Mr. A. Graham Bell of his father's ingenious and valuable method of "visible speech," which has been applied with successful results in the instruction of the deaf and dumb in articulation. The proceedings of the conference are to be published in connection with the next report of the Michigan institution.

EDWARD A. FAY.

EDUCATION OF THE BLIND.

It is pleasant to note that there is a growing interest throughout the United States in the education of the blind, and a better knowledge of their conditions and wants.

At first thought, blindness seems to be the sorest bodily evil to which man is subject, and no other one so readily calls forth human sympathy with the sufferer. This sympathy, however, has, thus far, acted blindly, and therefore has failed to give the relief which it sought to bring, because applied unwisely.

The privation of the pleasures which come through sight is not the chief cause of the hardship of blindness. Men can bear that and be happy; indeed, all men have to bear it half of every day.

Individual independence is one of the essentials for human happiness; and the only secure basis of that is the ability to work. Man is created an industrious animal. Work of some sort is essential to his welfare; and light is given to him by which to work. But all the industries of the world are conducted upon the idea of the prevalence of light, and of the ability of the workmen to see. The blind, lacking this ability, are thrown out of the industrial and productive classes, and fall into the dependent class. In all ages and in all countries people have regarded them as necessarily paupers and dependents. This dependence is the bitter drop in their cup of life. They are, however, in some respects, the least unfortunate of all dependent classes, because their very appearance challenges sympathy. Men perceive the fearful infirmity at a glance. They feel that it cuts off the sufferer from the usual modes of activity and of enjoyment, and suppose that it leaves him no means of happiness.

Hence it is that the blind have probably had less of positive suffering from cold, nakedness, and hunger than other dependent classes. Neither the deaf-mutes, nor the lunaties, nor the idiots, nor the halt, nor the cripple, excite so much compassion, nor receive such ready aid, as do the blind. Their infirmity seems the sum of all infirmities, and men, not knowing how else to relieve it, give alms. Their readiness to give encourages the habit of asking, and the blind beggar is the favored of all beggars. He holds his lucrative place by the church-doors, and at the street-corners, after all other beggars are banished from the streets of cities by the police.

Previous to the present century the principal special establishments for the blind were, for the most part, eleemosynary in their nature and demoralizing in their tendencies. A brief notice of the two principal asylums will illustrate the evil effects which follow the indulgence of the tender feelings of compassion toward the blind without careful consideration of their real wants, and without insisting that they shall be constantly occupied at some wholesome work, and recompensed according to their industry and their deserts.

History says that in the thirteenth century Louis IX retreated from his foolish crusade, leaving behind many knights and gentlemen prisoners in the hands of the Moslems. He afterward ransomed three hundred of them, but only after the barbarians had put out their eyes. Instead of pensioning them, and letting them take care of themselves, he established what was intended as a monument of pious benevolence, the hospital called the Quinze Vingt (Fifteen Scores) for the three hundred blind men. Like many other establishments which, like evil weeds, get root in a community, this one was perpetuated after the exigency that called for it had ceased to exist. As the blind crusaders died off, other blind soldiers took their places. As no strict discipline was enforced, and no steady occupation required, the usual demoralization followed upon the aggregation of great numbers of men in an abnormal condition of body.

The establishment was not well enough endowed to prevent the necessity of begging. Charity-boxes were set up at the church-doors, and the inmates were allowed to parade about in bands, making wretched music, braying, and demanding alms. These blind and sturdy beggars seem to have got complete mastery of the establishment, and to have laid hands upon the contents of the charity-boxes, for we find them refusing to accept the rule proposed by the chancellor, which was as follows:

"*Ordered*, That a deputation of said brethren shall, on Sundays and feast-days, visit all the chapels and churches, and seek alms, but without crying aloud or braying, as some have done, and that what they gather shall be put into the common purse, and not appropriated to their private benefit, as has been the case."

The establishment seems now to have degenerated into a center of demoralization to the inmates, and a nuisance to the public, for we find the poet Rutebœuf crying out in vexation of spirit, "I don't know why the King should have gathered into one great house three hundred blind men, who are allowed to go about the streets of Paris in bands, braying the livelong day. As they have no leaders, they go butting up against each other, and against other folks, and so bruising themselves." "Would that fire might strike the house, and the establishment be consumed, so that we might construct another on a better scale."

An old book, called "The Cries of Paris," mentions the blind beggars going about and shouting for bread:

A pain crier, mettent grant peine,
E li avugle, à haute alaine,
Du pain à cels de champs porri,
Dout moult sovent, sachiez, mè ri.

The author of the Persian Letters speaks of visiting the establishment in the eighteenth century and finding the blind men "gaily roistering at unknown games and playing cards." And we ourselves can testify that in the middle of the nineteenth century the same thing was to be seen. The great establishment at Naples was in an even worse condition.

The point of interest and of instruction for us, in the history of these and other large establishments, is that some of the sources of demoralization seem to grow necessarily out of the unwise practice of segregating adult blind people from the community, and congregating them together in one great establishment for permanent residence.

During this century, organized efforts have been made to aid the blind in several European nations, and generally under better auspices than before.

We shall notice briefly those of Great Britain as being most cognate to those of our own country. In that country, as in others, the blind were generally driven to begging as their only means of living; blindness and beggary were synonymous; and among most people the idea of a blind person even now instantly suggests the idea of a beggar.

Early in this century, organized efforts were made in Great Britain for the relief of this unfortunate class. They were based upon the idea that the class must necessarily remain dependent upon the higher classes, and at the foot of the social scale. The best that occurred as possible to be done for them, was to train them to some handicraft, by the exercise of which they could gain a livelihood in part. Societies were organized for the purpose of supplying employment to the trained workmen; paying the rent of workshops and sales-rooms, and selling their wares without commission. At the same time a little secular knowledge and a great deal of religious instruction were imparted.

There are 19 institutions of this kind, (a sort of training-school,) containing in all nearly 1,000 inmates. These establishments differ from those of the United States mainly in the fact that mental education is but little attended to in comparison with mechanical training. There the blind man accepts the situation, and proposes to work with his hands for a partial livelihood, depending upon some society or friends for the rest; here he means to do something better, and to work at his trade only in the last necessity.

There are in Great Britain 16 establishments, of the nature of the well-known "association for promoting the general welfare of the blind," which support in whole or in part nearly 500 blind persons.

There are 16 associations for aiding the blind by direct charity in the form of pensions; about 2,000 are thus aided. The charity is given conditionally. In most cases the applicant must not be less than fifty years old and must not solicit alms. In some they must be Protestants, in others must be members of the Church of England. In two they must be freemen, or widows of freemen. In some they must be permanent residents of certain parishes.

These establishments are not self-supporting; that is, the sales of the wares do not cover the expenses of the establishment. The defect is made up by annual contributions and legacies. They do not therefore lift the blind out of the dependent class and give them the proud consciousness of being entirely independent; but they help them to help themselves, and this is a noble work.

The best feature in these establishments, and the one which is most instructive to us, is that of supplying work to the blind in their several homes. Preserve to the blind man his home, and you save much of his self-respect; give him means of self-support and you save all of it, and make him happy. You remove from his mental sight that dark prospect of ending his days in an almshouse, which is touchingly sketched by the blind poet when he says:

Dejecting prospect! soon the hopeless hour
May come, perhaps this moment it impends,
Which drives one forth to penury and cold,
Naked, and beat by all the storms of heaven,
Friendless and guideless to explore my way;
Till on cold earth the poor unhallowed head
Reclining, vainly from the ruthless blast
Respite I beg, and in the shock expire.

It will be seen that the main object of these establishments was to train the blind man to such skill in handicraft that, with a little aid in the way of shop-rent, and by sale of his wares without commission, he could compete in certain simple trades with the least skilled who work by sight.

The success of this effort depends greatly upon the condition of the hand-workers,

and differs of course in different countries. Not long since a very large proportion of mechanical work was done by hand, and the blind workman found employment in many of the simpler branches; but the rapid and wonderful contrivances by which fingers of iron do the work of fingers of flesh, make it harder and harder for him to earn the whole loaf. That part eked out to him by the hand of charity has to be increased in size. In Great Britain and in this country mechanical improvements went on, straitening and lessening the field of simple handicraft in which the blind man could work. They contributed to the general welfare, because they merely drove the common workman into other fields which require more skill, while they harmed the blind man because those fields were not open to him. Thus the attempt to lift the blind man out of the pauper class had but partial success. He was still dependent, to a considerable degree, on charity, and felt some of the demoralizing effects of dependence.

The attempt was made in the Northern States of the United States under better auspices. As soon as the claims of blind children to a share of the benefit of common-school learning were urged, it was conceded, not as a matter of charity, but of right. Means were contrived to instruct them to get in special schools or institutions; and these were rapidly multiplied. It was assumed that a cultivated brain would make a more cunning hand, and that even women who wash clothes, and men who braid mats, would do so more skillfully and profitably with mental culture than without it.

The general system adopted in these special institutions is: First. To give to all pupils the same sort of instruction, and to the same degree, as is given in the best public common schools. Secondly. To teach them the elements of vocal and instrumental music. Thirdly. To train them in some sort of simple handicraft, on which they were to depend for a livelihood. But special schools for the blind can no more control or direct the future calling of those who leave than common schools can direct the future calling of their graduates. Both classes become subject to prevailing social influences, and their course in life is affected by them.

Blind children get their mental instruction in the institutions; they there receive valuable moral tendencies, and are launched upon the voyage of life in the right direction. But they come immediately under potent social influences, which complete their education and modify their character. Two of these influences especially affect the blind: First. There is in our community a prevailing spirit of independence, and a desire among the young to strike out in new directions. Secondly. Hand-work is considered less respectable than brain-work. Now the blind, without being a whit more foolish than other people, are not a whit less so. Indeed, they, more than others, are justified in seeking "to shirk work," because, under any circumstances, they do mechanical work at a disadvantage compared with others; and, where competition for livelihood is sharp, they go to the wall. They soon find this out, and they catch the prevailing spirit of society; so that out of a thousand graduates who have learned some handicraft in their several institutions, hardly two-tenths practice them for a living. The most of them resort to various branches of the musical profession, teaching the elements of vocal and instrumental music, playing upon organs, or in choirs, tuning pianos, or trading in musical instruments. It is gratifying to note how many succeed in this way, because music furnishes a field of occupation in which they find positive pleasure, that goes far to compensate them for their sad privation of the common means of enjoyment. Other graduates take petty agencies in trade, and with a guide go about the country peddling a little on their own account. Others, favored by friends, contrive to find employment in some of the establishments in which some hand-work and some head-work are required.

A few work diligently at their trade, and earn an honest and comfortable livelihood. The general condition of the graduates is affected by the prevailing feeling of compassion, which leads people to make an exception in their favor, and to give them aid without requiring that they shall aid themselves as far as is possible. Many of the blind take advantage of this feeling and abuse it sadly. They know that people will endure wretched music, accept inferior service, and buy poor wares, thinking to unite charity with business, and they take advantage thereof.

Upon the whole, however, the general result of the attempts made in the score of institutions to lift the blind out of the pauper class has been very satisfactory. Certainly fewer of them come upon the towns for support than would have done so but for these efforts.

There is doubtless a greater proportion of really self-supporting blind persons in the United States than in any other country, and this is owing mainly to the existence of more than a score of public institutions for their instruction and training. There will be a still greater number when the public comes to act upon the principle that while the blind, as a class, have a right to such advantages at the hand of necessity as will tend to equalize their condition as social workers with that of other men, they have also their duties, to the performance of which they should be strictly held.

The most interesting event of the year in connection with the history of blind institutions, was the convention for three days of superintendents and teachers, held in August, at the Perkins Institution, in Boston.

The presence of representatives from so many State institutions, some of which receive beneficiaries from adjoining States, showed how wide-spread is the interest felt in the education of the blind by the people of the United States, and how ready are the legislative bodies to pay liberally for it. There was a general concurrence of opinion upon the following important matters, although no vote was deemed necessary: That mental and instinctive culture should underlie and form an important part of the course of education and training for all the blind, even those destined to mechanical pursuits. That the methods and processes of instruction in schools, and the various means used in education, should conform as nearly as possible to the most approved ones used with ordinary children and youth. That the multiplication of books in raised print, and the improvement of tangible apparatus of instruction, are of great importance. That uniformity in the type is desirable but not essential.

The table in the latter part of this volume shows the changes that have taken place in the various institutions for the blind in the United States since the table published in this report, January, 1871. In three the superintendents have been changed. The total number of inmates is 1,900 against 2,032 last year. This decrease is only apparent, and comes from the fact that in the returns made last year, four more institutions, which receive both mutes and blind, the mutes were included with the blind. The table as corrected gives the actual number of blind pupils. The total valuation of property has increased from $3,201,995.02 to $3,986,678.71. The aggregate of appropriations by the several legislatures was last year $444,985.64 against $403,412.46 in the preceding year. The amount of money paid in wages to blind persons was $35,247.67 against $26,542.11 in 1870.

SAM'L G. HOWE, M. D., LL. D.

ANNUAL REVIEW

OF

EDUCATION IN FOREIGN COUNTRIES.

ANNUAL REVIEW OF EDUCATION IN FOREIGN COUNTRIES.

EXTENT OF REVIEW AND SOURCES OF INFORMATION.

In this review are given the most important educational events of foreign countries, together with the latest statistics obtainable.

As in the review in the report for 1871, the official reports transmitted to the Bureau of Education have been consulted as far as possible, and in addition the following periodical publications:

"Lübens's Pädagogischer Jahresbericht," (Lübens'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.

"The Educational Times," published monthly in London.

The general statistics and the *personnel* of educational authorities are all given according to the Almanach de Gotha for 1873.

In some cases the number of inhabitants given at the head of the country (in every instance the very latest information) will differ from that mentioned in the review, the latter being the number given in the last official report received. Even where absolutely no educational information could be obtained up to the time of the closing of this report, the general statistics and the name of the present minister of public instruction (according to the Almanach de Gotha for 1873) have been given for the sake of completeness.

I.—EUROPE.

AUSTRIAN MONARCHY.

(Area, 227,234 square miles. Population, 35,904,435.)

The Austrian monarchy consists of two distinct parts, viz: the empire of Austria and the kingdom of Hungary, each of which has its own administration and parliament, and is only dynastically united with the other.

1.—EMPIRE OF AUSTRIA.

(Constitutional Monarchy. Area, 108,234 square miles. Population, 20,394,930.)

Minister of public instruction, STREMAYR.

REPORT OF MINISTER OF PUBLIC INSTRUCTION.

During last year Mr. Stremayr, minister of public instruction, published his annual report, which treats chiefly of the school legislation since the abolition of the concordat. The report says: "The new school laws have been very favorably received in the cities and by the whole German population, with the exception of that of Tyrol; while they have met with violent opposition from the clergy in many rural districts where clerical influence is all-powerful. There is this difference observable, that the older clergy have always kept their opposition within certain bounds, while the younger clergy have assailed the laws in the most violent manner and the most unmeasured terms."

The minister finally expresses his conviction "that the consistent but dignified execution of the new laws will gradually conciliate the conflicting parties."

EFFECT OF THE NEW SCHOOL-LAW.

That the views of Mr. Stremayr are correct is plainly seen in the fact that, in spite of innumerable difficulties, the new law is gaining ground every day; teachers' socie-

ties and conferences are constantly increasing. there is a healthy spirit of emulation visible every where, and, according to present appearances, the days of mere mechanical instruction are numbered. As was to be expected, these measures met with violent opposition from the clergy and the ultramontane party, and the teachers were in many places attacked and hindered in the execution of their dutics ; but they did not lose courage, for they knew that the school-law would protect them. But this very law was endangered when, in the beginning of the year 1871, the ministry very suddenly resigned, and was replaced by the Hohenwart ministry, in which Jirecck took his seat as minister of public instruction.

JIRECEK MINISTER OF PUBLIC INSTRUCTION.

In the beginning, Jirecek seemed favorable to the progressive educational movement, but soon strong reactionary tendencies began to show themselves. The minister ordered a revision of the school-laws, and requested school councils of the provinces to send in a complete list of all the objections to the new school-laws, and their suggestions for alterations in the same. This measure elicited unbounded applause from the clerical and ultramontane journals. But the Austrian teachers, almost to a man, frankly and openly opposed it. At a large meeting, at which delegates from all the provinces were present, they unanimously passed a resolution "that in the new school-laws we recognize one of the greatest triumphs of modern education; that we desire that they may soon be established on a firm basis, and that alterations are desirable only in regard to regulations concerning corporal punishment and teachers' salaries." The school councils of the provinces of Lower and Upper Austria, Salzburg, Moravia, Silesia, Carinthia, and Styria most emphatically objected to any alterations.

The ultramontane party endeavored to influence the minister by petitions, setting forth that the new school-law, in depriving the clergy of any and every pretext for interference in school matters, engendered an irreligious spirit, and endangered the whole social and political fabric. Jirecek, according to all accounts, received this petition in the most favorable manner, and encouraged the petitioners in their vain hopes. The whole matter gave rise to violent debates in the imperial Parliament. Fux, a member of Parliament, in a vigorous speech, showed that there was the greatest danger of the progress in education and church being paralyzed by federalistic and reactionary tendencies. "Austria," he said, "especially as regards education, is now passing through a very perilous period, compared with that of its northwestern neighbors. It is not the needle-gun, but the power of the intellect, which in our time gives superiority to one nation over another."

STREMAYR AGAIN MINISTER OF PUBLIC INSTRUCTION.

After a most violent struggle, occasioned not merely by the school question, the Hohenwart ministry was compelled to resign in December, 1871, and its place was taken by the Auersperg ministry, in which Stremayr again became minister of public instruction. What may be expected from the new ministry is indicated by the Emperor's speech from the throne, December 13, 1871. Referring to the school question, he says: "The strict carrying out of the new school-law will form one of the most important duties of my reign."

STATISTICS.

Much remains to be done for education, as will be seen from the official school statistics contained in the Austrian statistical year-book. According to this, the percentage of children attending school as to the total number of children of school age is as follows: Lower Austria, 98.4; Upper Austria, 97.1; Carinthia, 84.1; Carniola, 65.3; Trieste, Istria, Görz, and Gradiska, 51.9; Bohemia, 96.4; Silesia, 95.6; Galicia, 29.7; Bukowina, 20.5; Dalmatia, 28.3. In several provinces, especially in Tyrol, there are, as yet, many schools which are only in operation during half the year. Of such schools there are in the Austrian Empire 1,815; Galicia has 296 such; Moravia, 7; Bohemia, 11; Istria, 1; Carniola, 5; Carinthia, 16; Styria, 8. The total number of public elementary schools is 15,054, and the number of children of school age, 2,600,000. In Tyrol there is one school to every 447 inhabitants; in Galicia, one to 2,286; and in Bukowina, one to 3,116. For the sake of comparison, the following facts are mentioned: In Saxony there are on an average 8 elementary schools to every German square mile, (about 18 English square miles,) and in Austria, 3. In Saxony, 95 per cent. of the children of school age attend school, and in Austria only 75 per cent. In Prussia there are 160 well-educated children to every 1,000 of the population, and in Austria only 84. In Galicia, more than one-half of all the towns and villages have no school at all; this province also has 23 per cent. of all the criminals in the empire, 37 per cent. of all the murders, and exactly one-half of all those condemned to death. In 1865, 29 per cent. of the conscripts were without any education whatever. In 1869, the percentage of illiterate recruits was 4 in Lower Austria, 11 in Upper Austria, 32 in Bohemia, 38 in

Silesia, 40 in Salzburg, 44 in Moravia, 50 in Styria. In Tyrol, Carinthia, Carniola, and Dalmatia, the percentage was even higher. According to the last census, there were in the empire of Austria 31,398 priests and clergymen, and 40,503 teachers; consequently there is one priest or clergyman to every 630 of the population, and one teacher to every 490.

JESUIT GYMNASIA.

Many of the Jesuits failed to organize their gymnasia in accordance with the laws of the empire, and it became necessary to make use of more stringent measures to compel compliance with the laws. In some cases it became necessary to take these institutions entirely away from the Jesuits, and turn them over to the state authorities.

REFORM OF THE REAL-SCHOOLS.

The provincial parliament of the provinces of Salzburg, Styria, Carinthia, Tyrol, Vorarlberg, Moravia, Silesia, and Bukowina resolved upon an entire reform of the real-schools. This reform consisted chiefly in making seven classes, opening them to younger children than hitherto, and making instruction in modern languages obligatory in all classes. This reform has already been carried out. Special attention is paid to the study of the English language, and it now forms an obligatory branch in all the real-schools.

AGRICULTURAL SCHOOLS FOR ADULTS, (LANDWIRTHSCHAFTLICHE FORTBILDUNGS-SCHULEN.)

There are at present in Austria upward of 400 such schools, in most of which agricultural instruction is given by elementary school-teachers, who have attended the annual agricultural courses in Vienna, Graz, &c. It was found impossible for these teachers to acquire a thorough knowledge of agriculture in these courses, and, as a consequence, agriculture has become an obligatory subject of instruction in the teachers' seminaries.

TEACHERS' SALARIES.

Toward the end of the year 1870, the Austrian Parliament passed a law regulating the salaries of teachers in the teachers' seminaries. According to this law, the teachers in the teachers' seminaries at Vienna receive 1,000 florins (1 florin is equal to 50 cents) per annum; in Prague, Lemberg, Brunn, and Trieste, 900 florins, and in all others 800. Every five years the salaries are raised 10 per cent. The salaries of female teachers are only 80 per cent. of that of the males. The General German School Journal very appropriately remarks with regard to the last-mentioned item: "It is strange that the salaries of females should be lower than those of males. Either they do the same amount of work as males, and in that case they ought to have the same salary, or they do less work, and then the school is wronged, which, instead of a good teacher, only has a poor one."

The salaries of teachers in the public elementary schools vary between 700 and 300 florins, with a quinquennial increase of 10 per cent. The teachers of "burgher-schools" (higher elementary schools) receive 800 florins, and the directors of such schools 1,000.

TEACHERS' SOCIETIES.

But a few years ago a teachers' society was a thing utterly unknown in Austria, but since the year 1867 numerous societies have been started all over the country, all of them working in a most praiseworthy manner for the furtherance of educational interests. During 1871 large and well-attended teachers' meetings were held in Linz, (Upper Austria,) Leitmeritz, (Bohemia,) Troppau, (Silesia,) Prerau, (Moravia,) and Laibach, (Carniola.)

PUBLIC DISTINCTIONS CONFERRED ON TEACHERS.

As a characteristic sign of the times, it deserves to be mentioned that during the year 1871 one teacher received the golden cross of merit of the first class, seven the golden cross of merit of the second class, and eight teachers the silver cross of merit of the first class, all for long and faithful services in the cause of education. A few short years ago this would have been impossible in Austria, as the elementary school-teachers were, as a general rule, considered but little better than servants or day-laborers.

MEETING OF THE LIBERAL GERMAN PARTY AT ST. PÖLTEN.

The liberal German party held a large and enthusiastic meeting at St. Pölten, (Lower Austria,) during August, 1871. Although the meeting was of a purely political charac-

ter, it is a significant fact that, after a most lively and interesting discussion, in which a great number of the delegates took part, the following resolutions (of course, not binding resolutions, but, rather, recommendations for the consideration of the ministry of public instruction) were passed: 1. An increase in the salary of public teachers is urgently demanded. 2. Poor communities are to receive aid from the public funds for the building of school-houses. 3. School fees are to be abolished every where. 4. Teachers' societies should be established every where, and it is very desirable also that government officials should join them to make themselves better acquainted with the wants of the schools.

NEED OF TEACHERS.

In Lower Austria alone, about 1,000 teachers are wanting, and in order to supply this want the ministry has shortened the course of studies at the teachers' seminaries by one year, for the classes of 1871, '72, and '73. In Upper Austria there are about 800 teachers wanting, and in Galicia there is need of several thousand. Among the older teachers there is quite a number between 70 and 80 years of age.

RELIGIOUS EXERCISES IN SCHOOLS.

The municipal council of Vienna ordered the following religious observances for all Catholic children attending the public schools: 1. A short prayer before and after school. 2. Mass once a week. 3. Confession and communion once a year, at Easter. 4. Attendance at the religious services held on the Emperor's birth-day. The bishop of St. Pölten, on the other hand, demanded that the children in the public schools should attend mass every day, should partake of the communion five times a year, and attend quite a number of religious services on various festal days. It has been calculated that in this manner each child would participate in 372 religious exercises during the year. The bishop's request was not granted.

EDUCATION IN VIENNA.

Organization of the Vienna school council.—This council consists of three divisions, viz: one for matters of organization, jurisdiction, and personal matters; one for pedagogical, didactic, and scientific matters; and one for administration and economical matters. Every ward in the city has its own school council. In each of these councils one teacher must have a seat.

Want of teachers.—In October last there were still 80 teachers' places vacant.

The study fund.—Since the year 1789 there has existed in Vienna a so-called "study fund," now amounting to 131,820 florins. The interest of this fund is used for enabling poor but talented young men to prepare themselves for the teacher's profession.

The Vienna ladies' society for the industrial education of women, which has property to the amount of 14,820 florins, intends to establish a real-gymnasium (classical and industrial school combined) for ladies. The female business college supported by this society is in a very flourishing condition; the commercial course numbers 72 pupils, the French 140, the English 74, the drawing course 21, and the sewing course 458. Many of the former pupils of this institution have become clerks in the various business houses, and some of them earn as much as 45 florins per month, (a very considerable sum for such a class to receive in Vienna.)

Statistics of Vienna schools.—The 82 public schools of Vienna are almost all overcrowded, and the same can be said of the real-schools and the real-gymnasia, the technical and industrial schools, and the private schools, many scholars coming from all parts of Austria, Hungary, Croatia, and even from Roumania and Servia. There are in Vienna 19 societies for supplying poor children with clothes, text-books, &c.

Society of Children's Friends.—This very active society has more than 800 members. During the last year the society presented a memorial to the ministry, urging detailed legislation with regard to school hygiene. The ministry has willingly entered upon all the proposals contained in the memorial, and has sent detailed orders concerning school hygiene to the provincial councils. The society hopes that at the Vienna Exposition of 1873 they will be able to exhibit a collection of objects for the education of infants, poor children, orphans, &c.

School finances.—The sum appropriated for school purposes in the city of Vienna during the year 1871 amounted to 906,950 florins, viz: for gymnasia and real-schools, 212,980; and for elementary schools, 793,970. The appropriation in 1870 was 17 per cent. more than in 1869, and in 1871, 38 per cent. higher than 1870. Since the abolition of school fees, the school budget has increased from 84,000 to 1,100,000 florins. There is a fund for the widows and orphans of Protestant teachers, amounting to 70,000 florins, and constantly increasing. A widow receives from 420 to 500 florins pension, and orphans below 18 years 105 to 210. Each member on joining the society pays 100 florins, and 6 florins of an annual contribution.

LOWER AUSTRIA.

Private munificence.—Dr. Emil Hardt has donated 10,000 florins for founding two stipends, enabling two talented boys to attend some superior school in the city of Krems. Franz Ritter von Wertheim donated 20,000 florins to his native city for the erection of a new and convenient school-house.

BOHEMIA.

The new school organization.—The new school-laws have been introduced every where. Bohemia (with the exception of Prague) is now divided into 94 school districts, each of which has its own school-district fund for paying teachers' salaries, &c. Seventy districts furnished the necessary money without any opposition; in 11 districts the military had to be called out to enforce the new order of things. The new school-law, which frees the public schools entirely from the control of the clergy, has, of course, met with violent opposition on their part. Thus a Catholic conference was held in April, 1871, in Prague, presided over by Count Schönborn, and attended by a large number of the old aristocracy, the clergy, and members of Catholic political societies, which passed many strongly reactionary resolutions.

School statistics.—Bohemia has 3,766 public elementary schools, (total population, 5,140,544,) viz: 55 of the first class, (teachers' salary 600 florins;) 558 of the second class, (salary 500 florins;) 2,260 of the third class, (salary 400 florins;) and 893 of the fourth class, (salary 300 florins.) The average salary of a Bohemian teacher therefore amounts to 390 florins. As a curious fact, it deserves to be mentioned that, in 1871, among 394 jurymen in the city of Prague there were 32 teachers, which would, but a few years ago, have been impossible.

Teachers' societies.—There are in Bohemia two bitterly opposed nationalities, the Czechs and the Germans. Their mutual hostility does not show itself least on the field of education, each possessing its own teachers' societies, working frequently more for national politics than for educational purposes.

Corporal punishment.—Article 24 of the new school-law forbids all corporal punishments in public schools. Various teachers' societies passed resolutions granting the humane intentions of this article, but considered its execution impossible, at least as long as the schools are so overcrowded, and domestic education so entirely neglected.

UPPER AUSTRIA.

Fourth meeting of the General Austrian Teachers' Union.—In spite of the most violent protest of Bishop Rudiger, this union held its meeting at Linz in August, 1871, and was attended by about 1,400 teachers. All the discussions and the resolutions passed showed the liberal sentiment pervading the assembly, and their determination to oppose clerical control.

MORAVIA.

Statistics.—Moravia, with a population of 2,017,274, has 1,878 public elementary schools, with 258,240 scholars. Of these schools 595 are purely German, with 96,098 scholars; 46 schools are mixed, (German and Bohemian,) and 1,237 are purely Bohemian. The proportion of Bohemians to Germans is as 37.2 to 100.

Teachers' seminaries.—There are two teachers' seminaries in Moravia, one in Brunn for Bohemian, and one in Olmütz for German teachers. The Germans of the province intend to establish another seminary and normal school for Germans at Brunn. It is hoped that these seminaries will in a few years supply the great want of teachers.

School-finances.—The Moravian parliament last year appropriated the sum of 379,582 florins for educational purposes. The teachers are very poorly paid, and have often to wait a long time for their salaries. The pensions are also miserably low. The Olmutz Gazette, on very good authority, communicates that a teacher, 91 years of age, a resident of the village of Moskele, who has faithfully served as teacher for 58 years, now receives a pension of 9½ kreutzers per day, (about 2 cents,) and is therefore obliged to go round begging for alms, in order to save himself and his wife, 79 years old, from starvation.

STYRIA.

Hostility of the clergy to the new school-law.—In Graz, the capital of Styria, the most violent agitation was kept up by the clerical party to hinder the teachers in the execution of their duties, and throw all kinds of difficulties in their way. Both parties held meetings, and the feeling was in many instances imbittered to such a degree that very violent scenes, and even bloodshed, ensued.

Collections and donations for educational purposes.—In Styria, the plan of the so-called "school penny" collections is very favorably received, and even poor people contribute

their mite. This money is applied to the clothing of poor children, and supplying poor schools with apparatus and text-books. In the city of Steyer a manufacturer of arms donated 2,000 florins for the Steyer infant asylum, 1,000 for the children's hospital, and 1,000 for the education of neglected children.

CARINTHIA.

Abolition of school-fees.—The educational committee of the Carinthian provincial parliament unanimously decreed the total abolition of school-fees, as utterly at variance with the principle of compulsory education.

Teachers' club.—At Klagenfurt, the capital of Carinthia, a teachers' club, the "Casino," has been started, where social and scientific meetings are held every week; twenty domestic and foreign educational journals are taken by the club regularly.

TYROL.

Clerical agitations.—In Tyrol the clerical agitation against the new school-law has reached a very high degree of violence. In the village of St. Peter, women raised a regular revolt, and one of these viragoes severely wounded a school-inspector with a club. Her punishment consisted in two months' imprisonment. The liberals, though fewer in numbers, presented an unbroken phalanx, and persons well acquainted with Tyrol say that a reactionary movement in school matters is absolutely impossible.

Want of competent teachers.—There is great want of competent teachers, chiefly on account of the miserable salary. It is asserted on good authority that in the valley of Ulten a man was employed as teacher who had for years traveled round the country as a rope-dancer and minstrel. The salary of this worthy, for the period of about six months, amounted to 10 florins.

SALZBURG.

Lowering of the school-age.—The Salzburg provincial parliament has lowered the school-age from 8 to 6 years.

Petition for the re-opening of the Salzburg university.—The Salzburg municipal council has petitioned the Emperor to re-open the Salzburg university, which, founded in 1623, has been closed for quite a number of years.

GALICIA.

Statistics.—There are in Galicia 1,961 elementary schools, 81 of the higher elementary schools, 54 girls' schools, and 7 convent schools. Besides these, there are 427 so-called "parochial schools," many of which are only nominally in existence. Of 380,530 children of school-age only 169,917 (43 per cent.) attend school. In many parts of this province there are no schools whatever. In Galicia there is one school to every 2,286 inhabitants. Of 100 conscripts only 5 could write, and of 4,998 criminals, 4,666 could neither read nor write.

Secondary and superior instruction.—In Lemberg, the capital of the province, there are three gymnasia: a Polish one, a German, and a Ruthenian. The provincial parliament in October last resolved to transform the German gymnasia in Lemberg and Brody into Polish ones. Since 1870 the Polish language has been introduced as the only language of instruction in the university of Cracow. The conflict between the German and Polish nationalities is very bitter, and so far the Poles have been victorious.

2.—HUNGARY.

(Constitutional Monarchy—Kingdom. Area, 119,000 square miles. Population, 15,509,455.)

Minister of public instruction, Dr. TH. PAULER.

REPORT OF EÖTVÖS, LATE MINISTER OF PUBLIC INSTRUCTION.

Baron Joseph Eötvös, one of the noblest and most patriotic characters in modern Hungarian history, and for several years minister of public instruction, died in the beginning of 1871. His death was sincerely mourned throughout the whole of Hungary. A monument is to be erected in his honor in the city of Pesth, and the Hungarian teachers, whose best friend Eötvös was, have contributed a considerable sum for this purpose. From Eötvös's last report we gather the following facts; this report embraced 11,903 communities in Hungary and Transylvania. Of 2,284,741 children of school-age, only 1,152,115 attended school, and of this number about one-half only during the winter months. Two hundred thousand children had no text-books what-

ever. The school-houses were in a deplorable condition; 1,712 communities were without school-houses, and in many places 150 or 200 children were crowded together in narrow, damp, and filthy rooms. The teachers are in many cases utterly incompetent: thus, there were in one single district 17 teachers who could not write. Hungary and Transylvania, together, have only 13,798 schools. Under these circumstances, it is not at all astonishing that of the children who have finished their schooling, 15.24 per cent in Transylvania, and 16 per cent. in Hungary, are unable to read and write. The standard of education is somewhat higher in the German and the Protestant Hungarian communities, but very low among the Slavonians, Ruthenians, and Roumanians, and wherever the Roman Catholic or Greek Church prevails. If one were to count 80 children to one teacher, Hungary ought to have 28,000 teachers, while it has only 17,700, many of whom are very ignorant. The number of government schools has increased from 479 to 658. Thirty-nine courses of instruction for elementary school teachers were held during the year. Two years ago 1,000 teachers participated in these courses; one year ago, 1,500; and last year, 4,200. The sum of 116,000 florins was expended for new school-houses.

ACTION OF DR. PAULER, THE NEW MINISTER OF PUBLIC INSTRUCTION.

Dr. Th. Pauler, soon after his appointment, delivered a speech at Buda, in which he promised a thorough reform of the educational system, embracing complete religious liberty and government supervision for all schools. Soon after he appointed three elementary school teachers as school inspectors. It is the intention of the minister to create a council of instruction, which is to devote its whole attention to public education, propose new laws and regulations, to pass an opinion on all educational questions, new methods and systems, text-books, rules for examinations, establishment of new schools, &c., and to assist the minister generally by their counsel. This council of instruction is to be composed of 26 members, appointed by the minister, and is to have four subdivisions, viz, for university, secondary, primary, and technical education. It is to have its seat at Pesth. There is no doubt that these measures will be carried out very shortly.

EDUCATION OF TEACHERS.

During the last three years the Hungarian government has expended 75,000 florins for raising the standard of education among the teachers, by enabling some of them to take a journey, and make themselves acquainted with the system of instruction in other provinces and foreign countries, and to study at certain foreign seminaries. In 1868 5 students of teachers' seminaries were thus sent out, in 1869, 24, and in 1870, 25, with an annual stipend of 1,000 florins each. In 1869, 36 teachers received a traveling stipend of 300 florins each. Twenty new seminaries are to be established, and those gentlemen who have returned from such educational journeys will be appointed professors. The reason that, in spite of all these efforts, there are several thousand teachers wanting, is simply the insufficient salary, varying between 200 and 300 florins. Unless the salaries are raised no improvement in this respect can be looked for.

EDUCATION OF ADULTS.

During last winter no less than 84,000 adults were instructed in reading and writing. The instruction was mostly given by the elementary school teachers in the evenings and on Sunday afternoons. The eagerness to learn was perfectly astonishing, and, in many places, old peasants, who had wives and children at home, and had to get up early to follow their daily avocation, sat in the village school till midnight. In one village some thoughtless persons ridiculed the idea of old people going to school. When the oldest inhabitant, a worthy peasant, 76 years old, heard of this, he got himself a slate, with the inscription "76 years old," and with this slate slung over his back marched to school every Sunday afternoon. Soon all the other peasants followed his example, and became attentive scholars. From a great many places votes of thanks for this institution have been sent to the minister of public instruction.

RECENT EDUCATIONAL STATISTICS AND FACTS.

No full statistics of the whole of Hungary have lately been published; only some of the districts have published such. Thus, in the district of Bacs-Bodrogh, of 89,768 children of school age only 56,616 attended school; 36 per cent., therefore, received no instruction. According to religious divisions, 37 per cent. of the Roman Catholic children were without instruction; 55 per cent. of the Greek Oriental Church, 12 of the Lutheran, 21 per cent. of the Reformed, 23 of the Greek Catholic Church, and 8 per cent. of the Jews. According to national divisions, 39 per cent. of the Hungarian children received no instruction, 14 per cent. of the German, 55 per cent. of the Servian, 66

per cent. of the Bunyevaczs, 25 per cent. of the Slovacks, and 23 per cent. of the Rusnyacks. The causes for this must be sought for in the past, for recently the greatest interest in education is shown in this district, and during one year (1871) more new schools were established than during the twenty years previous. Thus, in the city of Theresiopal, (population 56,269,) 16 new schools were established, in Zanta 13, and in Baja 8. The smallest country schools are now well furnished with apparatus, maps, and text-books. It can not be denied, however, that in some villages reactionary tendencies prevailed, chiefly encouraged by the clergy. Thus, in the village of Rohrbach the women attacked the school-house and drove the new teacher out, belaboring him with clubs and ropes. The cause of this proceeding was that, in their opinion, the new teacher was too liberal and irreligious in his views. The district judge, with five policemen, in vain endeavored to reinstate the teacher, for the women who held the school-house put him and his assistants to flight. It was finally found necessary to send a company of cavalry to the village to protect the teacher in the exercise of his functions.

TEACHERS' CONFERENCE.

The fifth teachers' conference of Southern Hungary was, on the 22d August, held in Temesvar. Among the subjects discussed there were: 1. The organization of girls' schools and the better education of women; 2. School hygiene; 3. The relation between the parents and the school.

EDUCATIONAL INTELLIGENCE IN NEWSPAPERS.

The most widely circulated newspaper, the Posti Naplo, has adopted a means for awakening greater interest in educational matters which deserves to be imitated. In its Sunday edition it has a regular educational column, giving the most recent educational intelligence, statistics, and essays on educational subjects.

EDUCATIONAL MUSEUM.

The "Society for the furtherance of education" in the city of Pesth has resolved to establish an educational museum, containing models, apparatus, and all the different aids to education. The public takes a lively interest in this project; money has already been collected, and the government has promised its hearty co-operation.

EDUCATION IN THE CITY OF PESTH.

Pesth, the capital of Hungary, with a population of 201,911, annually expends 660,264 florins for educational purposes. The school income (from fees and voluntary contributions) amounts to 213,569 florins, and the remainder is paid from the city treasury. Of this sum, 9,200 florins were expended for drawing-schools and educational apparatus, 4,000 for gymnastic apparatus, and 141,500 for new school-houses.

TRANSYLVANIA.

First Transylvania teachers' conference.—Among the subjects discussed at the first meeting of this conference in August, 1871, the following were of special interest: Absolute separation of church and state; the social position of teachers; the education of women; the means of awakening a healthy patriotic sentiment among our youth; the use of the Bible in religious instruction; gymnastics; the insufficiency of teachers' salaries.

Course of instruction for elementary school-teachers.—As yet Transylvania possesses no teachers' seminary. To supply this want, a course of instruction for teachers was held in Klausenburg, attended by 83 Hungarian and 87 Roumanian teachers. Among them there were many whose annual salary was 5 florins and 30 quarts of corn!

CROATIA.

Educational publications.—The Croatia teachers show great activity. Since 1859 they have had their own journal, the "Napredak." In 1868 another journal appeared, called the "Skolski Prijately." Besides these, there are two other Croatian educational journals published outside of Croatia, viz: the "Skola," at Belgrad, Servia, and the "Srbskanarodna-Skola," at Buda, Hungary. In 1870 the Croatian teachers formed a society for the reproduction of standard educational works in the Croatian language. The first volume, containing the "Didactics" of Komensky, has appeared.

Teachers' conference.—The Croatian teachers' conference at Agram was well attended. Among the subjects discussed, we mention the organization of the elementary schools; privileges and duties of teachers; education of teachers; the proper education of women, one of the greatest demands of our time; means for furthering national patriotic sentiment; agricultural instruction; educational publications, &c., &c.

MILITARY FRONTIER.

Teachers.—The position of teachers has been regulated by a new law, which, among the rest, demands a certificate of competency issued by the president of a teachers' seminary, as a condition for all applicants for teachers' places. Vacancies are published in the official journals of the province, and the appointment is made by the provincial authorities. The salaries of the teachers vary between 300 and 200 florins, besides lodging and fuel. After having served 40 years, a teacher can retire and receive a pension equal to his full salary; in case of sickness he may retire sooner, but receives a smaller pension. Teachers' widows also receive a pension if their late husband had served for 10 years. There are two pension funds toward which every teacher is obliged to contribute.

Teachers' conference.—The first teachers' conference was held in September, 1871. It was well attended, and all subjects pertaining to the furtherance of education thoroughly discussed.

BELGIUM.

(Constitutional Monarchy—Kingdom. Area, 11,313 square miles. Population, 5,021,336.)

Minister of public instruction, THE MINISTER OF THE INTERIOR.

GENERAL REMARKS.

The conflict between the liberal and the clerical parties in the chambers is still raging with great bitterness on both sides, and, in spite of the great exertions made by the government, public education does not advance as desired by its friends.

PARLIAMENTARY DISCUSSIONS.

The discussions in the Belgian Parliament at Brussels on the educational question became very violent, but there was a want of thoroughness displayed on both sides, the lay and the clerical. A report says: "Some consider the Jesuits and nuns as the best educators, while others strongly object to the growing generation being delivered into the hands of the enemies of religious and political liberty, who use their position as educators to further their political schemes. Many again endeavor to interpret the existing laws in accordance with their own individual wishes, and to influence the schools and the teachers, as well as the educational authorities, by their own personal views. Of true appreciation of the irreconcilable and absolute differences between clerical and liberal education, but little is found in the discussions of Parliament."

POSITION OF TEACHERS.

The Belgian government has taken a lively interest in the teachers, and endeavors to ameliorate their position by presenting to Parliament the draught of a new law, according to which the provincial pension funds of teachers are to be united into one common fund, and the contributions are to be raised considerably, while the number of years entitling to a pension is to be lessened. The ministry of the interior, at the same time, recommended strongly an increase in the salaries. Much good is expected from the new ministry that entered upon its functions toward the end of 1871. This ministry is composed entirely of Roman Catholics, but, at the same time, men of well-known liberal principles. Its president is the venerable Count de Theu, one of the veterans of Belgium's political independence, and, since 1831, a member of the chamber of representatives. Delcour, the new minister of the interior, was professor at the University of Louvain.

BELGIAN TEACHERS' SOCIETY.

This society held its session on the 25th and 26th of September, 1871. The following subjects were discussed: 1. What are the results of the adult schools recently introduced into Belgium? 2. Which is the best system for these schools? 3. In how far are these schools to divide their subjects between the day and evening schools? 4. The prize essays of the day and evening schools. 5. The order of rank of the Belgian elementary teachers.

This teachers' society has two divisions, a Flemish and a French, and has branch societies in all parts of Belgium.

FLEMISH LANGUAGE.

Hitherto French maintained a supremacy in Belgium as the language of instruction, but a strong party is endeavoring to gain a more prominent position for the Flemish language. Their aim is to have more hours of instruction in Flemish, and to make it an obligatory study, while hitherto it has only been optional. It is likewise demanded to make acquaintance with this language a condition for public offices and for professorships in superior and professional schools.

LUXEMBURG TEACHERS' SOCIETY.

The province of Luxemburg occupies a semi-independent position, and has its own teachers' society, which held its meeting on the 27th September, 1871. The most important subjects of instruction were: 1. The French language in the elementary schools. 2. The classification of schools according to the salaries of teachers. 3. The irregular payment of salaries. The meeting resolved to retain French as a subject of instruction in the elementary schools, but either to limit its extent or to confine it to the fourth year at school.

APPOINTMENT AND DISMISSAL OF TEACHERS IN LUXEMBURG.

In the province of Luxemburg, teachers are appointed by the town authorities, who regulate their appointments according to certificates given by the school inspector of the province. But the dismissal of teachers is likewise in the hands of these same authorities, which often leads to the most unjust and arbitrary measures. The Luxemburg educational journal, the Progress, says in regard to this: "The villagers as a general rule consider the teachers as no better than a day-laborer, who at the end of the year can be dismissed without receiving any special reason. Thus every autumn a peculiar and lamentable spectacle is witnessed. Like the birds of passage, which then seek a more genial clime, every autumn a large number of our teachers are seen wandering from village to village, to seek their scanty livelihood for another year in some more promising place. Thus there were 95 changes last year among a total number of teachers of 637, and the year before 127 changes among 628 teachers. And what causes do frequently determine such a change? In some villages it has actually happened that a prominent member of the town-council, whose daughter was in love with the young teacher, contrary to the will and wishes of her parents, for this reason advocated the dismissal of a worthy and efficient man. In other places the teacher was dismissed because he did not visit the taverns and cultivate the acquaintance of the worthy frequenters of these places, whose influence was strong in the town. In a great many cases the reasons for dismissal are still more frivolous, and the poor teacher does not get to know them. It is to be hoped that such mediæval institutions may soon entirely disappear."

OFFICIAL REPORT ON PRIMARY SCHOOLS.

Through the kindness of the Belgian legation at Washington, the official report on primary schools for the triennial period 1867, 1868, 1869 has been received. It is published at Brussels in 1871. All the Belgian educational reports are published triennially, in three separate volumes, viz: Primary, secondary, and superior education. Neither of the two latter being at hand, only the leading statistics of primary instruction for the period 1867–'69 can here be given.

SUMMARY OF PUBLIC AND PRIVATE SCHOOLS.

On the 31st December, 1869, the total number of schools under inspection, and the entirely free private schools, including the boarding-schools, was 5,641. The number of communal schools has, since 1866, increased by 219, and that of the entirely free boarding-schools by 15; on the other hand, the number of subsidized schools (*écoles adoptées*) has diminished by 56, that of the private schools by 2, that of the boarding-schools under inspection by 3, and that of the entirely free day-schools by 162. The total number of schools exclusively for girls, including boarding-schools, has increased by 149; there are now, 1854, of which 1,156 are under government inspection.

COMMUNAL SCHOOLS.

The total number of communal schools is 3,730, of which 1,169 are for boys, 765 for girls, and 1,796 for both sexes. Compared with the statistics of 1866, there has been an increase of 118 schools for boys, 144 for girls, and a diminution of 43 in the schools for both sexes. The total increase therefore is 219.

PRIMARY SCHOOLS OF A HIGHER GRADE FOR GIRLS.

Of this class of schools there are twelve, viz: 9 communal schools, 2 private schools under inspection, and 1 entirely free private school.

PRIVATE SUBSIDIZED SCHOOLS.

The number of private subsidized schools (*écoles adoptées*) is 508, viz: 28 for boys, 349 for girls, and 131 for both sexes; 56 have become extinct since 1866.

PRIVATE SCHOOLS UNDER INSPECTION; ENTIRELY PRIVATE FREE SCHOOLS.

The number of private schools under inspection is 22, that of entirely free private schools 1,114, and that of primary boarding-schools 267, of which 36 are under government inspection.

COURSE OF INSTRUCTION IN PRIMARY SCHOOLS.

The following subjects are taught in all the primary schools: Religion, morals, reading, writing, legal system of weights and measures, elements of arithmetic, and rudiments of grammar. Besides these subjects, many schools included others in their course of instruction, viz: 1,426, some other language; 3,930, elements of history; 3,961, geography; 2,262, linear drawing; 568, book-keeping; 410, elements of surveying; 436, elements of natural sciences; 593, horticulture; 654, elements of the constitution; 1,878, vocal music; and 684, gymnastics.

INFANT SCHOOLS.

The infant schools, left hitherto entirely to the support and management of the different communities and private individuals, have developed but slowly. On the 31st December, 1869, the number of infant schools was 609, of which number 119 were communal schools, 235 were private schools under inspection, and 255 were entirely free private schools. On the 31st of December, 1866, their number was 564, viz: 106 of the first grade, 186 of the second, and 272 of the third. The whole increase therefore is 45. The number of teachers is 944, viz: 16 males and 928 females. There were 60,570 infants attending these schools, of whom 43,133 were received free of charge. The increase in the number of pupils since 1866 is 9,689. The central government in 1869 paid a sum of 50,131 francs, and the provincial authorities 19,018, making a total of 69,149 francs. Since the end of 1866, the total sum paid to these schools was 205,386 francs 50 centimes, viz: 66,933 francs 50 centimes by the provincial authorities, and 138,453 francs by the central government.

SCHOOLS FOR ADULTS.

These schools are nearly all established by different communities, by manufacturing corporations, and private individuals. At the end of the year 1867 the number of schools for adults was 866, increased by 214 during the year 1868, and by 623 during the year 1869, making a total of 1,703 such schools at the end of the year 1869. In most of them, the elementary branches, reading, writing, and arithmetic, as well as some history, geography, and elements of natural sciences, are taught, and the results in nearly all the provinces are exceedingly encouraging.

CHARITABLE WORKSHOPS AND TRADE-SCHOOLS.

These institutions leave much to be desired, both in the point of hygiene and instruction. The number of these establishments has decreased by 87 since 1866, and their number is now 514, attended by 26,183 pupils, viz: 1,310 boys and 25,873 girls. Of this number 20,750 are less than 15 years of age.

SCHOOLS UNDER THE DEPARTMENT OF JUSTICE.

The total number of these schools is 94, with 207 teachers and 6,564 pupils.

STATISTICS OF ILLITERACY.

The official report embraces statistics of the illiteracy of militia-men, as follows:

Character of education.	Years.		
	1867.	1868.	1869.
Militia-men unable to read and write	10,369	10,255	10,943
Militia-men able to read only	1,960	2,300	2,626
Militia-men able to read and write	13,248	13,186	13,811
Militia-men having a better education	14,005	14,919	16,337
Militia-men whose standard of education could not be ascertained	574	574	462
Total of militia-men on rolls	40,156	41,234	44,179
Percentage of militia-men unable to read and write	25.8	24.8	24.8

The number of illiterate militia-men is continually decreasing; thus, in 1864 the percentage of illiterates was 29.6, in 1865 it was 29.4, in 1866, 24.8, and in 1869 again 24.8; so that since 1864 the percentage has decreased by 5 per cent.

GENERAL STATISTICS OF PRIMARY SCHOOLS.

In the following table the statistics of primary schools are given according to provinces; the population of the provinces is of course that of 1869. These statistics embrace the primary schools of all kinds—public, private, private subsidized, and entirely free:

Province.	No. of townships.	Population.	No. of primary schools of all kinds.	No. of teachers, male and female.	No. of scholars, boys and girls.	Total expenditures for primary schools by the central government, the provincial and commercial authorities.
						Francs.
Antwerp	150	485, 883	446	925	57, 689	267, 280
Brabant	339	862, 982	809	1, 317	99, 316	476, 350
West Flanders	250	660, 029	665	1, 401	66, 906	198, 066
East Flanders	294	829, 387	734	1, 508	91, 527	534, 577
Hainaut	434	884, 319	1, 057	1, 669	112, 328	620, 268
Liege	334	584, 718	638	1, 069	66, 760	609, 891
Limburg	205	198, 727	263	380	24, 344	88, 380
Luxemburg	205	204, 326	492	563	33, 990	295, 479
Namur	349	310, 965	537	642	40, 519	288, 205
Total	2, 560	5, 021, 336	5, 641	9, 528	593, 379	3, 378, 497

NORMAL SCHOOLS.

There are three kinds of normal schools in Belgium, viz: government normal schools, 2; normal courses, (*sections normales primaires,*) 5; and normal schools not supported by the government, (*écoles normales agréées,*) 7; making the total number of normal schools 14. The students in all these normal schools number 1,192, viz: 286 in the state normal schools, 335 in the normal courses, and 571 in the normal schools not supported by the government.

DENMARK.

(Constitutional Monarchy—Kingdom. Area, 14,553 square miles, exclusive of Iceland and the colonies. Population, 1,784,741, exclusive of Iceland and the colonies.)

Minister of public instruction, C. C. HALL.

SECONDARY INSTRUCTION.

After lengthy disputes between the government and the Parliament, (Rigsdag,) a final solution of the vexed question of secondary instruction was arrived at. The government has yielded and has placed the "realia" (natural science, modern languages, &c.) in so far on an equal footing with the ancient languages as that in the four lower classes scholars are, according to the career they wish to pursue, exempt from certain branches of instruction, and have others substituted; while in the two upper classes the whole instruction is divided into two co-ordinate divisons, viz: one the philological and historical, and the other the mathematical and natural science division. Latin, Greek, and natural philosophy are now taught in the first division, and mathematics in the second. Old Norse, Danish, French, and history are taught in common in both divisions. Scholars who have satisfactorily passed the final examination can enter the university without undergoing any entrance examination, as was formerly required. Those scholars who have passed the philological and historical examination can, after having passed the philosophical examination at the university, become candidates for the so-called "Faculty examination," *i. e.*, the examination which gives them a certificate for practice as physician, lawyer, &c.

FARMERS' HIGH SCHOOLS.

During the last year the government appropriated 14,000 Danish rigsdalers (1 rigsdaler is equal to 50 cents) for these schools, which were to be distributed in shares varying from 2,000 to 75 rigsdalers.

EDUCATION IN ICELAND.

In Iceland, where every person can read and write, public instruction has an almost patriarchal character. Public schools, in the proper sense of the word, there are none. The head of a family instructs his children and servants, and every year the pastor comes twice to examine the progress they have made. He also continues the education received at the parental home, and thus it is no rare case to find farmers well versed in natural sciences and even in foreign languages. In Iceland, knowledge is considered the best and most valuable property a man can possess, and the long and gloomy winter evenings are in most of the farm-houses spent in reading the best authors of all nations and ages.

The clergymen, who are much loved and respected by their parishioners, receive their education at the only college of the island, at Reykjavik, (formerly in Bessastadir.) This institution contains a college and a theological seminary, and the number of students is about 40. Talented boys are frequently prepared by some clergyman for the ministerial career, and wealthy people send their children to the University of Copenhagen. The Danish government favors this, and frequently bestows the best offices on persons educated in Denmark.

STATISTICS.

There is no later educational census than that of 1867, and as no Danish educational statistics have been published hitherto, we give the following table, which, by its comparison with the census of 1857, will prove interesting:

*Statistics of elementary education in Denmark, 1857 and 1867.**

Amounts, (subdivisions.)	School population.		No. attending the public schools.		Instructed in some other way.		Total under instruction.		Number of public schools.		Number of teachers.	
	1857.	1867.	1857.	1867.	1857.	1867.	1857.	1867.	1857.	1867.	1857.	1867.
Amt Copenhagen, (rural districts)	9,523	12,224	8,322	9,493	1,196	2,049	9,518	11,542	106	115	114	149
Amt Frederiksborg, (rural districts)	10,167	10,566	9,105	9,653	552	797	9,657	10,450	112	124	119	137
Amt Holbeck, (rural districts)	11,390	11,867	10,537	11,067	315	603	10,852	11,670	126	146	142	160
Amt Sorö, (rural districts)	10,336	10,130	9,295	8,967	578	938	9,873	9,905	120	125	128	142
Amt Praestö, (rural districts)	11,875	11,964	10,815	11,251	428	516	11,243	11,767	146	169	157	182
Amt Bornholm, (rural districts)	3,124	2,925	2,368	2,694	82	195	2,450	2,889	30	33	26	37
Amt Maribo, (rural districts)	10,938	10,917	10,388	10,396	278	452	10,666	10,758	141	155	152	174
Amt Odense, (rural districts)	11,750	13,009	11,297	12,024	352	749	11,649	12,773	139	149	146	174
Amt Odense, without the Herred of Aerö, (rural districts.)	10,768	12,127	10,152	11,091	216	816	10,368	11,907	123	132	151	165
Amt Odense, Aerö Herred, (rural districts)	.....	1,642	.....	1,601	.....	39	.....	1,640	.....	8	.....	20
Total of the islands	89,871	97,371	82,279	88,147	3,997	7,154	86,276	95,301	1,043	1,156	1,135	1,340
Amt Hjörring, (rural districts)	11,037	13,610	10,144	12,570	567	905	10,711	13,475	147	175	150	182
Amt Thisted, (rural districts)	7,736	8,546	6,702	7,968	170	504	6,872	8,472	125	132	126	141
Amt Aalborg, (rural districts)	8,502	10,412	7,719	9,434	532	912	8,251	10,346	155	160	153	163
Amt Viborg, (rural districts)	9,228	11,295	8,602	10,757	414	509	9,016	11,266	195	201	176	187
Amt Randers, (rural districts)	9,504	12,130	9,282	11,640	317	434	9,599	12,074	162	173	160	187
Amt Aarhuus, (rural districts)	12,258	14,814	11,694	13,865	439	857	12,133	14,722	192	215	196	219
Amt Veile, without North Thyrstrup Herred, (rural districts.)	9,518	11,660	8,744	10,400	583	1,249	9,327	11,649	137	150	139	173
Amt Veile, North Thyrstrup Herred, (rural districts.)	.....	1,373	.....	1,297	.....	76	.....	1,373	.....	14	.....	216
Amt Ringkjöbing, (rural districts)	8,793	10,770	8,021	9,720	481	1,022	8,502	10,742	219	236	179	180
Amt Ribe, (rural districts)	6,938	8,287	6,461	7,931	234	348	6,695	8,279	154	159	148	.....
Amt Ribe, former Slesvig districts, (rural districts.)	.....	493	.....	469	.....	24	.....	493	.....	10	.....	.....
Amt Ribe, ceded districts, (rural districts)	1,810	.....	1,847	.....	92	.....	1,939	.....	23	.....	29	.....
Total of Jutland	85,324	103,390	79,216	96,051	3,829	6,840	83,045	102,891	1,509	1,625	1,456	1,648
Total of the rural districts	175,195	200,761	161,495	184,198	7,826	13,994	169,321	198,192	2,552	2,781	2,591	2,988
City of Copenhagen	18,204	25,229	6,192	10,034	10,706	13,699	16,898	23,733	17	16	160	211
The other cities and towns	25,848	33,636	18,288	23,352	7,423	10,409	25,651	33,761	111	113	431	476
Grand total	249,247	259,626	185,975	217,584	25,955	38,102	211,870	255,686	2,680	2,810	3,182	3,675

* From the official publication of the Danish bureau of statistics, 1870.

FRANCE.

(Republic, since September 4, 1870. Area, 201,804 square miles. Population, 36,594,845.)

Minister of public instruction, JULES SIMON.

POLITICAL STATE.

The unsettled state of politics still continues, and naturally does not favor any sound development of public education. The republic having been declared, Thiers, the venerable old statesman, became its president, and a national assembly was elected. In opposition to this assembly the Paris commune rose in sanguinary revolution and repeated the terrible scenes of 1793. Church and school did not escape the fury of the communists. From the church of Sainte Geneviève they took down the cross and put in its place the red flag. They passed a decree separating the church and state, and abolished the portion of the annual budget appropriated for religious purposes. In education they pretended to have a great interest. When a society in Paris made an application to the communist authorities to retain religious instruction in the public schools, and to have the expenses of this instruction defrayed by a special tax, they hypocritically replied that they in principle were favorably disposed toward this application; but about the very same time (April 17, 1871) they closed several schools conducted by religious societies and imprisoned the directors and teachers. In May the commune published the following decree: "Religious instruction will soon have disappeared entirely from the Paris schools. The teachers are requested to remove all crucifixes and other symbols of mental oppression from the school-rooms, and send all those which are of precious metal to the mint."

JULES SIMON ON SCHOOL REFORM.

In the very midst of this most fearful internal struggle, Jules Simon, the minister of public instruction, endeavored to prepare the way for a reform of education of all grades. His views on the subject will best be seen from his letter addressed to one of the maires of Paris:

"SIR: A committee has been appointed to examine into every thing pertaining to elementary instruction in the department of the Seine. This committee will no doubt propose measures to bring to school all the children of Paris and the suburbs, and to give them a solid, manly, and earnest education, such as a republic ought to give them. I desire that this committee should turn their attention to the following important questions: Gratuitous instruction; compulsory education; privileges and duties of women; manner of appointing teachers; teachers' salaries and pensions; course of instruction; gymnasties, which have been hitherto much neglected; means of enabling poor but talented scholars to enter superior or professional schools; regulation of laws regarding the age of children to be employed in factories.

"I have myself used every free moment to prepare a general draught of a new law. Though your committee is only a local one, I have no doubt that it will furnish me with the most valuable suggestions and assistance for the measures which I intend to propose to my colleagues.

"In my capacity of minister, I thank you for the step you have taken; in my capacity of citizen, I congratulate you that, in the moment when Paris is nothing but a large fortified camp, you strongly express your conviction that the sacred interests of education must not be neglected. France can only be saved, the republic can only be firmly established, if, through unceasing exertions, we succeed in restoring the moral and intellectual grandeur of our country. That will be our work, our joy, the aim of our whole life, when this fearful and sanguinary tragedy will have passed away. We shall create a generation inaccessible to fear, enlightened with regard to public and private duties, freed from the old prejudices, which enervate character and obscure reason—a generation which, by its enlightened character, its patriotism, its virtue, has become worthy to put an end to the two great plagues of humanity—privilege and war!"

COLONEL STOFFEL'S STATEMENTS.

What M. Simon hinted at in a mild manner had already been expressed more vigorously by Colonel Stoffel, in his famous reports made to the French ministry of foreign affairs, in his capacity as military attaché of the French embassy at Berlin. He says, among the rest:

"There is no country where perverted and erroneous ideas are more widely spread than France. The chief cause for this must be sought in the manner in which public instruction is conducted. * * * Is the education which French youth have received since the commencement of this century anything else but an enormous lie, which is continued when we have reached the years of manhood, and which only ceases with the end of our existence? * * * But of all the lies the most serious and

stubborn is the education which we receive in our youth; an education which teaches us the exclusive admiration of our own selves, of France; an education which only tends to further develop our national faults, and completely stifles every desire to become more perfect."

VIEWS OF PHILARÈTE CHASLES.

When, on March 8, 1871, Professor Philarète Chasles, of the Collége de France, delivered his famous lecture on "The Prussian race," he ascribed the German victories partly to the precision of the military movements and the excellent army organization, but also, partly, to the superiority of German popular education over the French system.

He praised the wide-spread knowledge of foreign languages and geography in Germany, and bewailed the exceeding neglect with which such knowledge was treated in France, mentioning the interesting fact that, among all the members of the Academy of France, there were only three who could speak English and German. He said that he had considered the cause of France lost at the very beginning of the war; and added, that what had ruined France was the utter incompetency of the nation and its leaders.

His numerous hearers, among whom were the very *élite* of Paris society, greeted his words with the warmest applause.

VIEWS OF GAMBETTA.

On June 26, 1871, Gambetta made a speech at Bordeaux, in which he also referred to the subject of education. He said: "Above every thing else, this radical evil of all the sufferings of France, ignorance, must disappear. This has been, alternately, the source of despotism and demagogism, and the only means to remedy this evil is education. France has allowed herself to be outdone by other nations, which did not possess the natural advantages of the French, but who progressed, while France remained stationary. It is so self-evident as scarcely to require an argument that the inferiority of our national education has brought most of the present misfortunes on us. We have been defeated by enemies who were aided by clear insight, discipline, and science."

STATISTICS OF ILLITERACY.

Like every thing else, statistics, especially statistics of education and illiteracy, have, since the war, been in a somewhat disorganized state. All that can be given are the statistics of criminals during 1871. Of 4,189 criminals, 1,515 could neither read nor write; 1,835 only possessed a very imperfect knowledge of both; 684 could read and write well; and 155 had a superior education.

PRESENT STATE OF EDUCATION IN FRANCE.

A great deal remains to be done for the improvement of public education in France. The teachers in the elementary schools are themselves but very imperfectly prepared for their important calling; their salaries are small, and consequently many of them, after teaching a few years, turn to some more profitable employment. In the elementary schools the mode of instruction is entirely mechanical; attendance is very irregular; aids to instruction and educational apparatus are very scarce, (there are some villages where it is hard to find a book or a newspaper;) seminaries are scarce, and good directors are still scarcer; female education is very backward. Thus, it may well be asked, Whence is a better state of education to come? The secondary and higher schools are not much better, with but few exceptions, such as the Collége de France.

A serious cause of almost all these evils is the lack of school-houses; and where there is a sufficient number of school-houses, the rooms are entirely unsatisfactory. In many places the distances are so great that children can not possibly attend school regularly. It is estimated that to remedy all these evils the sum of 150,000,000 francs would be required.

Even in Paris much remains to be done. During the reign of the late Emperor many millions were spent for beautifying the city, while in this grand metropolis there were 67,000 children who did not receive any proper education, simply from the want of school-houses.

Every one now feels thoroughly convinced that the empire neglected public education in the most shameful manner, and the departmental councils are zealously discussing the best means of producing a better state of affairs. The general council of the department of the Seine unanimously declared in favor of compulsory education; with 48 against 27 votes they declared in favor of entirely free instruction; while only 37 against 41 voted for taking the religious instruction in the public schools out of the hands of the clergy. The prefect presented the departmental budget, showing a surplus of 1,400,000 francs, and urged the establishment of a normal school in the department of the Seine, asking for a preliminary appropriation of 115,000 francs, and means for educating orphans and idiots.

STUDY OF THE GERMAN LANGUAGE.

M. Jules Simon urgently recommended the rectors of the French universities to introduce as much as possible the study of the German language into all the lyceums of the republic. He said, in connection with this recommendation, "If the rising generation is to oppose successfully the victorious march of the German race, it must learn to understand the German race; and nothing will tend to further this more than a thorough study of the language of our enemies."

The minister of war, General Cissey, also endeavored to raise the standard of education among the soldiers. Thus he published an order in September last, to make out lists of all those officers who have a sufficient knowledge of German and appoint them as teachers of that language in their respective regiments and divisions.

JULES SIMON'S LAW REGARDING COMPULSORY EDUCATION.

In December, 1871, Jules Simon notified the members of the national assembly that he would soon lay the draught of the new school-law before the assembly. This draught had been previously discussed in the council of ministers. Owing to the pressure of business of a purely political character, nothing has as yet been done in regard to this law, but as there is every probability that in its essential features it will finally be adopted, we give its important articles:

1. Every child, male or female, between the ages of 6 and 13, must receive a minimum of education, either in the public or private schools. This minimum of education is to embrace the obligatory branches of instruction, and its existence is, at the end of the period of schooling, to be certified by the ministry of public instruction through its subordinates in the departments. 2. A school committee, consisting of delegates from the canton, the maire, the clergyman, and three heads of families appointed by the municipal council, has to watch over attendance at school. 3. The government inspector in each district has a seat and vote in this committee. 4. If a child misses school three times during a month without excuse, the father or guardian is summoned before the school committee and is warned. If the case recurs his name is placarded at the maire's office, and his family is deprived of all aid from the public funds. If this does not induce him to send his child to school a fine not exceeding 100 francs is imposed, and finally he can be deprived of his rights as a citizen for a period of three years. 5. The school committee issues certificates to children 13 years of age, after having passed a public examination, to which all must submit, whether educated in public or private schools. If, at this examination, it becomes evident that a child, who was supposed to receive private instruction, has in reality not received instruction in the obligatory branches, legal proceedings are instituted against the father or guardian. 6. From the 1st of January, 1880, no citizen 21 years old will be registered as an elector who does not possess the above-mentioned certificate from his local school committee, or give sufficient proof of being able to read and write. Articles 7 and 8 refer to the appointment of teachers, which is to be preliminary by the inspector of the academy, but definitely only after having passed an examination. The inspector of the academy is also intrusted with the inspection of elementary schools. 9. As soon as a teacher's place becomes vacant the municipal council has to decide whether the school is to be intrusted to a clergyman or layman. This decision is then communicated to the departmental council, which, in conjunction with the inspector of the academy, makes the final decision. If the departmental council and the inspector of the academy can not agree, the matter is laid before the educational committee of the department, which settles it definitely. Articles 10 and 11 define the duties of the school-inspectors. Article 12 places the school-houses under the supervision of cantonal committees, which, according to detailed arrangements, are appointed for three years. 16. From January 1, 1876, no one is to be intrusted with the management of a school who can not show the certificate required by the law of March 15, 1850. The members of religious sisterhoods who, on the 1st January, 1876, have already taught school for four years, are exempted from this. 17. The expenses for elementary education must, in the first place, be met by the municipalities and the departments. Only in extraordinary cases the central government grants aid. 18. In every department there will be established a teachers' seminary, for the education of male and female teachers. These seminaries will be entirely supported by the central government, and the departments will only have to supply the buildings. Article 19 specifies the expenses of the municipalities for education. Article 20 extends this law also to Algeria. Article 21 obliges the minister of public instruction to make an annual report every March to the national assembly on the state of public instruction in the whole of the republic.

OPPOSITION OF THE CLERICAL PARTY.

The clerical party of course violently opposed this law. According to the "Opinion Nationale," the Bishop of Orleans declared in a letter to President Thiers, that any law

making education compulsory would be considered as a declaration of war by the clergy. It may therefore be expected that when this law will be discussed in the national assembly the fight will be a bitter one, especially as the majority of the members of the right, under the leadership of Dupanloup, de Corcelles, and de Richemont, will oppose lay instruction to the very utmost.

SEPARATION OF CHURCH AND STATE.

The Evangelical National Conference of France, which held its sessions at Nismes during October, 1871, adopted the following resolutions: "The ministers and elders of the Evangelical National Conference desire that the national assembly will vote in favor of gratuitous, compulsory education." The conference at the same time passed a resolution urging the insertion of an article in the future constitution of France separating church and state entirely. The united committee of the Rue Bréda and the workingmen of Paris charged its candidates to the national assembly to urge "gratuitous, obligatory, and secular instruction, absolute separation of church and state, and the complete abolition of all state support to any religious creed."

SECONDARY EDUCATION.

Lyceums.—According to a late decree of President Thiers, (September 26, 1872,) the salaries of the teachers in the lyceums are regulated. The lyceums (79 in number) are, with the exception of the 7 Paris and Versailles lyceums, classed in four grades, viz: 7 of the first grade, 6 of the second grade, 18 of the third grade, and 41 of the fourth grade. The salaries of teachers of the Paris lyceums vary between 9,000 and 5,500 francs; those of the Versailles lyceums between 9,000 and 4,500. Of the departmental lyceums the salaries of the first grade vary between 7,500 and 2,500, those of the second grade between 7,000 and 2,000, those of the third grade between 6,500 and 1,800, and those of the fourth grade between 6,000 and 1,800 francs. In a circular addressed to the head-masters of lyceums, (dated September 27, 1872,) M. Jules Simon acknowledges the necessity of great and sweeping reforms, but deems it prudent to tread the path of progress slowly and gradually, but all the more surely. In his circular, M. Simon dwells on eighteen points, viz:

1. *Periodical conferences of professors.*—The professors of each lyceum are to assemble once a month, under the presidency of the head-master, and discuss the affairs of the lyceum, plans of studies, disciplinary measures, &c. This conference will, at its first session, elect by absolute majority of votes from among its members a council of 8 in those lyceums that have only 20 professors, of 10 in those with more than 30 professors, and of 12 in those of more than 35. This council will be presided over by the head-master, and administer the laws and regulations of the lyceum.

2. *Gymnastics.*—Gymnastics are to form an obligatory branch of instruction in all the lyceums. The normal school of gymnastics at La Faisanderie, administered by the ministry of war, will continue to furnish teachers. Besides this school, a special committee has been appointed, before which any person may be examined in gymnastics, and, if successful, receive a certificate as teacher.

3. *Military exercises, riding, fencing, swimming.*—Military drill will be taught in all lyceums by competent masters; in garrison towns riding will be taught by cavalry officers, and fencing and swimming will be taught wherever it is practicable.

4. *Excursions.*—Excursions are to be made from time to time by the scholars, accompanied by some of the teachers. The topography and history of the place to which the excursion is made are to be studied beforehand, and such excursions shall embrace ancient castles, important ruins, famous battle-fields, museums and factories, or shall simply be of a botanical or mineralogical character.

5. *Lessons in hygiene.*—A course of six lessons in hygiene, the programme of which is to be drawn up by the Academy of Medicine, is to be gone through in every lyceum.

6. *Modern languages.*—One modern language (either English or German) must be studied by every scholar. The minister deems this branch of instruction highly important, and considers it a great disgrace for France that hitherto so little has been done in this direction.

7. *History and geography.*—A thorough study of these two sciences is strongly urged. In geography, there is not only to be a full course of geography of foreign countries, but more particularly geography of France, aided by excursions and accurate sectional maps. In history, the professor ought certainly to be patriotic, and infuse noble, patriotic sentiments into his pupils, but he should never distort or falsify facts. This passage is so characteristic and new for France that we give M. Simon's own words:

"History ought to give to the scholar a taste for accuracy and veracity. If, *e. g.*, a teacher says in his class that neither army was defeated at Waterloo, he may draw applause from his pupils; but it is of greater importance to tell them that the French were defeated at Waterloo, and inquire into the causes of this defeat; and if we deserved to be defeated it ought to be openly acknowledged."

8. *Modification in the teaching of Latin and Greek.*—In view of the constantly increasing matter of instruction, (natural sciences, modern languages, &c.,) a modification with regard to ancient languages is urgently demanded. There are many different opinions as to how this had best be done, and this whole subject is therefore referred to the immediate consideration of the professors' conferences, who will report to the ministry.

9. *Elementary classes.*—The minister recommends that the greatest care be bestowed on the elementary classes, which form the connecting link between the primary school and the lyceum, as it is important that a good foundation should be laid in these classes.

10. *Recitations.*—The minister strongly urges that there shall be less of mere mechanical work of learning by heart and mere hearing of lessons, but more explanations. The teacher is not to content himself till he has made his pupils *understand* their lessons thoroughly.

11. *Written exercises, (le thème.)*—There should be much less of these; especially not so many translations from French into Latin.

12. *Latin verses.*—The exercises in writing Latin verses, though pleasant in themselves, are to be entirely discontinued, as utterly useless for any practical purpose.

13. *Translations (versions)* from Latin and Greek into French are likewise to be curtailed. Though interesting and important to persons intending to make philology a specialty, they take away by far too much time from other and more useful studies.

14. *The interrogating method, and the explanation of authors.*—The minister draws attention to the fact that most teachers in their classes confine themselves to speaking all the time, without asking their pupils any questions. All lessons ought to be given in the form of dialogues. This applies to all sciences, but particularly to classical authors.

15. *French language and literature.*—The minister very truly says that when the classical studies shall have been curtailed in the manner described above, there will be some time left for the study of French. It has been one of the singular mistakes of our classical education to drill a boy in Latin and Greek translations, exercises, and rhetoric before he is firmly grounded in his native tongue. He was scarcely permitted to express a thought in writing except through the medium of Latin verse or prose. This must necessarily produce a vague way of thinking, must favor imitation, decrease originality, and in most cases extinguish the bright flame of original and enthusiastic youthful thought. In the lowest class as well as in the highest, the greatest attention ought to be bestowed on the study of the French language, and also, in the higher classes, on that of French literature. This, more than any other measure, will tend to introduce a healthful tone into our secondary instruction.

16. *Use of the library.*—Greater liberty ought to be given to pupils in using the works of the library connected with each lyceum.

17. *Résumé of observations regarding the teaching of Latin and Greek.*—The leading principle of all reforms in these studies ought to be the following: "Modern languages are studied in order to speak them; ancient languages, to read the writings of famous authors."

18. *Examinations.*—The minister touches on two points, viz: the general competitive examinations, and the examinations required for passing from one class to the other. There are to be four examinations per year in every class, held by two professors under the presidency of the rector and the inspector of the academy. These examinations ought to be partly oral and partly written; more oral than hitherto, in order to practice the pupils in preserving their presence of mind and in collecting their thoughts rapidly. The general competitive examinations ought to be curtailed considerably.

GERMANY.

(Constitutional Monarchy—Empire. Area, 210,035 square miles. Population, 40,107,428.)

ABSENCE OF NATIONAL SYSTEM.

Germany has no national system of education, and no central educational authority; each state managing its own educational affairs.

SOCIETY FOR THE FURTHERANCE OF EDUCATION.

After the German nation had brought the war against France to a victorious close, and had obtained the ardently desired end to have the whole of Germany united under one head, the wish was felt and uttered to draw all the German tribes more intimately together, especially by working in common for the cause of national education. For this purpose a number of prominent educators from all parts of Germany united and founded the "Society for the furtherance of popular education." After having organized, they published as their aim: 1. To found schools for persons beyond the school-age, beginning with schools for apprentices in cities, and as far as possible also schools for young farmers, on the model of the farmers' high-schools in Denmark. 2. To

draw all the different German societies for educational purposes closer together, and unite them to common activity. 3. To establish a journal which should be exclusively devoted to the furtherance of liberal education, and which should also contain full educational statistics. 4. To appoint itinerant teachers, who are to hold lectures on important educational and social questions. Branch societies have been established in all parts of Germany.

ORGANIZATION OF THE GERMAN SCHOOLS.

At the same time demands were raised on all sides for a uniform organization of the German schools, comprising a uniformity in the plan of instruction, the central, provincial, and local administration, examinations, education of teachers, salaries, and pensions.

GERMAN TEACHERS' SOCIETY FOR RAISING THE STANDARD OF THE PUBLIC SCHOOLS.

In order to further this object, the above-mentioned society was organized at Berlin. Their aim is: 1. To organize a course of instruction in conformity with the present standard of pedagogics. 2. To furnish the schools with better and more modern apparatus, furniture, &c. 3. The better education of teachers. 4. To raise the salaries of the teachers to a sum corresponding with the importance of the profession. 5. The supervision of schools by men properly qualified for this important office. 6. The establishment of adult schools (*Fortbildungsanstalten*) throughout the country. 7. The establishment of public libraries. The society hopes to reach its aim by influencing the legislative powers, by establishing societies for the furtherance of education, and by spreading, through journals, pamphlets, and lectures, correct views regarding the aim of the German public schools.

GENERAL EDUCATIONAL SOCIETY.

A similar society was organized at Dresden, under the presidency of Professor Leonhardi, of Prague. Its aim is to spread those general principles of education by which the German nation may become a nation of morally free, religious, and practical men. This society, too, has organized branches in different parts of Germany.

UNIFORM GERMAN SCHOOL LEGISLATION.

The frequently expressed wish for a uniform German school legislation must be considered as premature, as the difference between the various German states in this respect is as yet very great.

ADULT SCHOOLS.

During the last year a great many adult schools have been established in Middle and North Germany, which hitherto had been outnumbered in this respect by South Germany.

GENERAL ATTENDANCE AT SCHOOL.

It is estimated that of the whole number of youth of school-age in the German Empire, from 96 to 97 per cent. attend the elementary schools. The higher schools are only attended by 2 per cent.

THE INFALLIBILITY DOGMA AND EDUCATION.

The great excitement produced by the dogma of the Pope's infallibility made itself also felt in the educational sphere. Many professors, directors, and teachers were excommunicated and discharged by their clerical superiors because they refused to accept and teach this dogma; but in most cases they secured protection from the secular authorities; in this they were assisted by the "Old Catholic" party.

Toward the end of the year (1871) the arbitrary measures of the clergy, and especially of the Roman Catholic priests, toward teachers, and their violent denunciations of the secular schools, were discussed in the German Parliament. On motion of the Bavarian minister of public instruction, Von Lutz, Parliament, on the 28th November, passed the following resolution: "Any clergyman or priest who, in the exercise of his functions, publicly, before an assembly, in a church, or any other locality used for divine worship, makes the affairs of state the subject of his discourse, or touches thereon in a manner tending to disturb the public peace, is punishable by imprisonment or close confinement in a fortress for a period not exceeding two years."

The Roman Catholic clergy, however, continued in their violent course, persecuting and excommunicating teachers who would not adhere to the new dogma. Matters were brought to a climax by the appointment of Prince Hohenlohe as German ambassador to the Holy See. Prince Hohenlohe was of a noble family, a cardinal of the Roman Catholic Church, and reputed to be liberal or moderate in his religious views. His appointment was said to be made for the sake of appearing to be on good terms with the Pope. Pius IX refused to receive Prince Hohenlohe as ambassador, declaring "that, in the present circumstances of the Holy See, it is impossible to authorize a cardinal of the church to accept a charge of so much delicacy and responsibility."

At the same time it was claimed that it was the policy of the Jesuits so to use the doctrine of the Pope's infallibility as to sow discord within the empire, to prevent its consolidation, to thwart Prussian influence, and to embarrass the state with religious controversies.

The matter was now brought before the imperial German Parliament. The key-note had already been sounded, when, on the 14th May, 1872, Prince Bismarck declared in Parliament: "In Germany there can be, and must be, but one sovereignty, and that uniform and absolute—*the sovereignty of the laws*;" and in another speech in the Prussian Parliament: "This is a *constitutional*, not a *confessional*, government." The strife waxed hot and bitter, and after the most violent discussions the German Parliament, in July, passed the law, promulgated July 25, banishing the Jesuits entirely from Germany, and ordering them to break up all their educational establishments, leaving them six months' time to carry out the necessary preparations. On this occasion Bismarck made his famous speech, in which, alluding to the humiliation of the German Emperor, Henry IV, before Pope Gregory VII, at Canossa, in the year 1077, he said: "Gentlemen, *we* shall *not* go to Canossa." The war between church and state, carried on chiefly on the battle-ground of education, has only just commenced, and it is difficult to foretell to what complications it may yet lead.

FEMALE TEACHERS.

The question of female teachers was much discussed, especially in the larger cities, but no result was reached, as the views were so conflicting. Regarding the appointment of females as teachers in the public elementary schools, the weightiest voices among the German educators all pronounced against it, on the ground that women, in accordance with their natural capacities, were well fitted for teachers in kindergartens, but that they could not be recommended for the school work proper. It is maintained that, in spite of all knowledge and skill, women but rarely possess that amount of energy, earnestness, and consistency which is absolutely necessary for the teacher and disciplinarian that he may prepare the pupils of the German public schools for independent mental activity and true independence. Is is also maintained that by employing female teachers a purely mechanical method of instruction is favored, and the thorough and harmonious formation of character is lost sight of. Whatever may be the experience of other countries in this respect, the employment of female teachers in the public schools will never here be a popular measure.

TEACHERS' SEMINARIES.

That there is a great difference between the state of Germany with regard to teachers' seminaries will be seen from the following table, (in which Alsace-Lorraine is not shown.)

State.	Population, 1871.	Number of teachers' seminaries.	One teachers' seminary to how many inhabitants.	Average number of—		Direction of course.
				Teachers.	Students.	
						Years.
Anhalt	197,041	2	98,520	6	40	3
Baden	1,434,970	3	478,323	5	70	3
Bavaria	4,824,421	10	482,442	9	70	2
Bremen	109,572	1	109,572	5	45	3
Brunswick	302,792	2	151,396	5	30	3
Hamburg	305,196	1	305,196	.....	.....	.....
Hesse	823,138	2	411,569	10	60	3
Lippe-Detmold	111,352	1	111,352	10	20	3
Lübeck	48,538	.....	.....	.....	.....	.....
Mecklenburg-Schwerin	560,618	1	560,618	5	64	2
Mecklenburg-Strelitz	98,770	1	98,770	3	19	3
Oldenburg	315,622	2	157,811	5	50	3
Prussia	24,039,668	88	273,178	10	50	3
Reuss-Greiz	43,889	1	43,889	6	35	1
Reuss-Schleiz	88,097	1	88,097	7	50	3
Saxe-Altenburg	141,426	1	141,426	.....	30	3
Saxe-Coburg	168,851	2	84,425	8	30	3
Saxe-Meiningen	180,335	1	180,335	10	60	3
Saxe-Weimar	282,928	2	141,464	10	70	4
Saxony	2,423,401	12	201,950	9	120	6
Schaumburg Lippe	31,186	1	31,186	4	10	.....
Schwarzburg Rudolstadt	75,116	2	37,558	8	12	2
Schwarzburg Sondershausen	67,533	1	67,533	7	20	3
Würtemberg	1,778,396	3	592,798	8	125	3
Total, exclusive of Alsace-Lorraine	38,509,663	141	273,118	.....	.....	.....

SCHOOL HYGIENE.

The importance of school hygiene is being more and more acknowledged, and this subject is discussed in many journals and periodicals and at nearly all the teachers' meetings. In large school-houses, Bacon's hot-water heating-apparatus has found universal favor. It is a saving of fuel and labor, produces a pleasant, even temperature, and prevents much disturbance, disorder, and filthiness.

SCHOOL-FEES.

The abolition of school-fees has been advocated in many German states, and in some cities, Munich, Darmstadt, Gladbach, Dantzic, &c., this measure has been carried out, while it has been proposed, and will no doubt be carried out, in Dresden, Leipsic, Passau, Ingolstadt, Elberfeld, Ansbach, &c. In the Bavarian chambers, the liberal members unanimously voted in favor of a resolution to abolish school-fees in all the public schools of the kingdom, and to appropriate ten millions of florins from the French indemnification for a permanent school-fund. In all probability, this and similar measures will gain ground, and school-fees will gradually be abolished in the whole of Germany.

THE SOCIETY OF GUSTAVUS ADOLPHUS.

This society was founded on the 6th of November, 1832, (in commemoration of the heroic death of Gustavus Adolphus, two hundred years ago,) with the aim of aiding poor evangelical communities throughout Germany in the erection of churches and schools. Since its commencement it has distributed a total sum of 3,200,565 Prussian thalers among 2,106 communities. During the year 1871, the society received the sum of 68,000 thalers in donations; but there are still 1,050 poor evangelical communities looking toward the society for aid.

TEACHERS' PENSIONS.

Much has been done during the last few years to increase the pensions of superannuated teachers. Data could be obtained only from a few German states, which are given in the following table:

States.	*Pensions (in thalers) paid to teachers after a service of—									
	5 years.	10 years.	15 years.	20 years.	25 years.	30 years.	35 years.	40 years.	45 years.	50 years.
Hamburg	.....	400	400	400	533	600	600	640	640	800
Brunswick	265	326	385	445	504	565	625	685	744	800
Saxe-Coburg-Gotha	320	330	380	440	500	560	620	680	740	800
Baden	.....	320	400	480	560	640	720	800	800	800
Saxony	.....	266	267	288	332	392	460	560	640	640
Prussia	.....	.....	240	240	240	320	320	352	352	352

PESTALOZZI SOCIETIES.

These societies extend through the whole German Empire; thus, the Prussian province of Saxony alone has eighty-seven such societies. Their aim is to grant aid to the widows and orphans of poor teachers. The activity of these societies is truly admirable.

GENERAL GERMAN TEACHERS' CONFERENCE.

The twentieth general German teachers' conference was held May 20–23 in Hamburg. About 5,000 teachers, from all parts of Germany and from the German provinces of Austria, attended the meeting. The following subjects were discussed: 1. The organization of the general German teachers' society. 2. Corporative self-aid of teachers. 3. The German national-school system. 4. The German Empire and its relations to education. 5. The Protestant union and education. 6. Means of preventing the inner and outer dangers threatening the German public schools. 7. The appointment of teachers. 8. The general and spreading dissatisfaction of teachers. 9. The errors of the public schools. 10. The influence of the present political, ecclesiastical, and social relations of Germany on education. 11. Mistakes of modern education. 12. The natural enemies and the natural friends of the public school. 13. The press in the service of education. 14. Leading features of plan for a uniform German school-law. 15. In

what respects should the cause of instruction in the public schools be limited and in what extended to conform to the demands of our age. 16 and 17. Religious instruction in the public schools. 18. German orthography. 19. Chemistry in the public schools. 20. The central pedagogical library. After these general remarks a *résumé* of the most important educational events during the year, in the different states of Germany, is given in alphabetical order.

ALSACE-LORRAINE.

(Area, 5,075 square miles. Population, 1,549,459.)

The government of these provinces, acquired by Germany by the treaty of Frankfort, has not yet been definitely settled. They are meanwhile under the control of the administrative authorities of the German empire.

RE-ORGANIZATION OF THE SCHOOL SYSTEM.

The first care of the German authorities was to re-organize the school system after the Prussian model. In its leading features this re-organization may now be considered completed. The French were astonished at the rapid progress of the work, and some of their prominent journals openly applauded the measure. Thus, the "*Opinion Nationale*" said:

"The departments which Germany has robbed from us are now enjoying compulsory education, and the first work of the victors was to care for the schools. How long, yet, will our own departments have to wait for this? When, two years ago, in our dear, gallant Alsace, a movement was set on foot for a re-organization of the system of public instruction, who could then have prophesied that a foreign government would carry out this movement, and that the introduction of compulsory education in our eastern provinces would heighten the humiliation which the criminal negligence of that government to which France had committed her fortunes has brought over us?"

COUNTER ACTION OF THE CLERGY.

The Roman Catholic clergy in Alsace sent a petition to the German Emperor, which contained six points: 1. To free the Catholic press of Alsace in such a manner that it may truly express the wishes of the Roman Catholic population. 2. To protect the religious orders in the exercise of their salutary functions, and to guard their corporative privileges. 3. To let the communal councils elect their teachers, as heretofore. 4. To protect the Sisters of Charity. 5. To guard sacredly the religious character of the public schools, *i. e.*, to have separate schools for Catholics and Protestants. 6. To protect the teachers in the public schools against the pernicious influence of the secret societies.

EDUCATION IN THE IMPERIAL PARLIAMENT.

In Parliament, Mr. Thomas and Dr. Köchly (from Alsace) proposed a resolution to re-organize the whole system of public instruction in Alsace-Lorraine, from the primary school to the university, having the greatest possible regard to local peculiarities, to create a provincial school-council, to establish a new university at Strasburg, and to restore the Strasburg library, destroyed during the siege. This motion led to long and violent discussions, but was finally lost.

The primary schools, of which there are in Alsace, 2,440, (1,964 Catholic, 422 Protestants, and 54 Jewish,) are in a good condition, as also the infant schools; but it is necessary to introduce the German language as the language of instruction. The secondary schools are likewise in a tolerably good condition. The private schools must be placed under government supervision. There are too few gymnasia, and more should be established. The re-organization of the educational system in the new provinces is difficult, and it is impossible to lay down absolute and definite rules. The new library must be a university library.

STATISTICS.

The statistics given by Mr. Wehrenpfennig differ somewhat from the official statistics published about two years ago. According to these there are in Alsace 1,123 public and 86 private schools, with 95,222 scholars, (48,608 boys and 46,614 girls.) Seven hundred and thirty-four scholars were Roman Catholic, 400 Protestant, 55 Jewish, and 11 with no denominational character. About one-third of all the schools were administered by religious societies. In 262 girls' schools members of religious sisterhoods were teachers. The total number of teachers was 1,590. The average annual salary of male lay teachers was 640 francs, that of female lay teachers 680, that of the male clerical teachers 730 francs, and that of female clerical teachers 450. Of 735 schools taught, 159 were on examination found excellent, 351 good, 174 satisfactory, and 51 poor or unsatisfactory.

CONFERENCE OF SCHOOL INSPECTORS.

In order to accomplish the re-organization of the school-system in Alsace-Lorraine on a safe basis, the newly appointed school-inspectors of the different districts were commissioned to inform themselves accurately as to the actual state of education and the wants of the population. After this had been done satisfactorily, an inspectors' conference was called together at Strasburg. This conference, to which also the teachers of the normal schools had been called, met on the 26th and 27th July, 1871, and was presided over by School-Counselor Arnold. The whole system of elementary instruction was thoroughly discussed, and rules and regulations for further action were laid down.

COMPULSORY EDUCATION.

By order of the governor of Alsace, education is henceforth to be compulsory for all boys between the ages of 6 and 14, and all girls between the ages of 6 and 13. For the present, this law only applies to public schools, and to private schools for children working in factories.

APPOINTMENT OF TEACHERS.

The appointing power has been given by the governor to Government President von Kühlwetter, in Strasburg, for Alsace, and to Government President Count von Villers, at Metz, for Lorraine. According to reliable authority, the government intends at an early date to raise the salaries of all the teachers in the public schools.

TEACHERS' SEMINARIES.

In April, 1871, two teachers' seminaries were opened—a Catholic one at Strasburg and a Protestant one at Colmar. The course of instruction in these seminaries lasts three years, and embraces religion, history, geography, German, pedagogics, vocal and instrumental music, gymnastics, and horticulture. The language of instruction is German. There are normal classes connected with these seminaries, where students engage in practical exercises. According to a recent decree of the chancellor of the German empire, (Prince Bismarck,) the seminaries in Alsace-Lorraine have been entirely deprived of their confessional character, and students are admitted to either of them irrespective of religious creed.

SECONDARY INSTRUCTION.

The former lyceum at Colmar has been discontinued, and in its stead a gymnasium on the plan of the Prussian gymnasia, with several real-classes, was opened on the 3d October, 1871. The Strasburg lyceum had already been changed into a gymnasium on the 1st of May. According to recent statistics the attendance at the secondary schools has been exceedingly satisfactory. Thus the gymnasium at Strasburg numbered 170 students, (40 from Alsace;) the gymnasium at Buchsweiler 102, (101 from Alsace;) Mühlhausen 80, (60 from Alsace;) and Metz 87, (mostly sons of German officials.)

THE STRASBURG UNIVERSITY.

The Strasburg University, founded in the year 1538, was closed during the first French revolution, but was re-established by Napoleon in 1808, but was never a full university in the German sense of the word. After the close of the war of 1870–'71 it was the unanimous and loudly uttered wish of the whole German nation to see the Strasburg University restored to its pristine glory, and become, as of old, the nurse of famous German writers and thinkers. The imperial government gladly seconded this wish, and appropriated a large sum (about 1,000,000 Prussian thalers) for buildings, laboratories, apparatus, &c., and an annual sum of 220,000 thalers. Large contributions of money and books passed in from all sides, so that soon the library possessed a larger number of volumes than before the siege, and on the 1st May, 1872, the University of Strasburg was solemnly opened in the presence of the civic and military authorities of Alsace, and delegations of professors and students from nearly all the German universities. The new university opened with 47 professors—among them some of the most famous men of science and letters—and several hundred students.

SCHOOL OF PHARMACY AT STRASBURG.

The school of pharmacy at Strassburg had to be discontinued, as nearly all the teachers left. The pharmaceutical society of Strasburg, however, took the matter in hand, chose competent teachers from among their own number, and the school has been opened again and is in a flourishing condition.

EDUCATIONAL JOURNAL.

On the 1st April, 1871, the first number of an educational journal for Alsace appeared at Colmar, called "*Das Elsässische Schulblatt*," (The Alsace School Journal.) It is edited by Professor Hass, director of the higher burgher schools at Münster, (Upper Alsace.)

ANHALT.

(Nominally a Constitutional Monarchy—Duchy. Area, 869 square miles. Population, 203,354.)

The educational affairs of the duchy are administered by a director, (consistorial-rath.)

No report has been received for this year.

BADEN.

(Constitutional Monarchy—Grand Duchy. Area, 5,904 square miles. Population, 1,461,428.)

The educational department is under the ministry of the interior.

Director of the department (superior council of education,) L. RENK.

SCHOOL ADMINISTRATION.

In May, 1871, the Roman Catholic archi-episcopal vicariate (the highest Roman Catholic authority of the grand duchy) resolved to make use of its right (secured by law) of taking a share in the administration of schools, and to guard the right of the clergyman to take his seat in the local school board. This resolution was received in a very different manner by the various organs of the press; the liberal journals almost unanimously condemning the measure, while the conservative and orthodox journals warmly defended it. The teachers openly expressed themselves against the participation of the clergy in the school administration, and several teachers' conferences passed resolutions asking the central teachers' conference to petition the chambers for an abolition of the odious measure.

COMMUNAL NON-CONFESSIONAL SCHOOLS.

In quite a number of communities non-confessional schools have been established, in most cases by Protestants and Jews.

WANT OF TEACHERS.

There are still many teachers wanted. In some cases teachers have from 150 to 170 scholars; in others they have to attend to two schools, so that each of these schools has only three days' instruction per week. The three teachers' seminaries are entirely insufficient to provide for this want. Many young men are deterred from entering the seminary on account of the small salary they have to expect when teachers, as they have to teach ten or twelve years before their salary is raised to 400 florins.

TEACHERS' READING-ROOMS.

The teachers in the city of Constance (9,000 inhabitants) have clubbed together, and have established a reading-room, where all the recent educational publications and journals are taken.

BAVARIA.

(Constitutional Monarchy—Kingdom. Area, 29,617 square miles. Population, 4,861,402.)

Minister of public instruction, J. VON LUTZ.

INCREASE OF TEACHERS' SALARY.

In the appropriation bill laid before the Bavarian chambers special regard was paid to the increase in the salary of teachers. The minister of public instruction, in recommending the measure, remarked that "it would be an unjustifiable harshness to console teachers, when complaining of their miserable pittance, by the promise of some future school law which would improve their position. What was wanted was action and immediate aid." The government intends to remedy this evil by increasing the

salaries of all teachers in active service, by granting an increase of salary after several years of service, by giving pensions to superannuated teachers, and by taking care of the widows and orphans of teachers. The annual sum demanded by the minister for these purposes amounts to 1,294,196 florins. The provincial authorities have set a praiseworthy example in this respect by appropriating large sums for the same purpose; thus Upper Bavaria voted 30,000 florins, and Middle Franconia 44,550. The same has been done by the municipal authorities in most of the cities, such as Munich, Nuremberg, Worms, Nördlingen, Kulmbach, &c.

STATISTICS.

In the public elementary schools there are employed 26 clergymen, 8,309 male teachers, 93 lay female teachers, and 87 assistant teachers. The number of teachers' widows is 2,198, and the number of teachers' orphans 1,328.

EDUCATION IN MUNICH.

In Munich special classes are to be established for children whose mental development has been retarded; children of poor abilities are assisted by receiving extra instruction after school hours, and poor children are afforded an opportunity of studying their lessons undisturbed in the school-house. Gymnastics, drawing, and vocal music are obligatory studies in all the elementary schools. French teachers may be employed in girls' schools, and, in exceptional cases, in the two lower classes of boys' schools. Poor children are supplied with text-books and stationery at the expense of the city. There are no school-fees whatever. The number of hours per week for each teacher varies between 20 and 28. In appointing new teachers the magistrate has the right of recommending persons, and the district authorities (district is the subdivision of province) have the right of appointment. The city in 1871 appropriated 200,300 florins for school purposes, 50,000 of which sum were for teachers' salaries.

THE INFALLIBILITY DOGMA AND EDUCATION.

After Professor Döllinger, Professor Friedrich, and Professor Silbernagel, of Munich, had decidedly expressed themselves against the dogma of infallibility the students of the Gregorian theological seminary were forbidden by their clerical superiors to attend the lectures of the above-mentioned professors. In consequence of this prohibition a large meeting of citizens addressed a petition to the government, asking that the infallibility dogma might be rejected, and that the relation between church and school might soon be definitely regulated. The magistrate resolved to recommend only such persons as religious instructors in public schools as would sign a protest against the dogma. There were, however, several cases in which the archbishop claimed the right to appoint teachers in elementary schools. This induced the magistrate to protest emphatically against all such intermeddling in communal affairs and to enter complaints with the government. On the 14th of October, 1871, von Lutz, the minister of public instruction, made a speech of two hours and a quarter in the Bavarian chambers, defining the position of the government toward the infallibility dogma, declaring that the only safety for the future was to be found in the separation of church and state, and promising that the government would abolish the concordat, and would uphold perfect religious liberty also in the educational field. The archbishop of Munich was officially informed by the minister that the infallibility dogma was endangering the fundamental laws of Bavaria and the constitution of the country; that consequently the government could lend no aiding hand in the spread of the new dogma, and would, if necessary, protect citizens against the encroachments of the ecclesiastical authority.

NON-CONFESSIONAL SCHOOLS.

In a great many cities, such as Nuremberg, Speyer, Munich, and others, the municipal councils have established non-confessional schools, which have received many contributions from private citizens, and which, as a general rule, are well attended.

STUDY OF PEDAGOGICS AT THE ERLANGEN UNIVERSITY.

At the university of Erlangen, two professors, Dr. von Zezschwitz and Dr. Schmidt have commenced to deliver lectures on pedagogics. The latter, who is also director of the recently established pedagogical-faculty seminary at the university, has started a philosophical-pedagogical society, called the "Sunflower."

DISTINCTION CONFERRED ON A WORTHY TEACHER.

The father of the present minister of public instruction lives at Würzburg as a simple elementary teacher. On the 12th September, 1871, he celebrated the fiftieth anni-

versary of his having entered the teacher's profession, in which he, during this long period, had been an untiring and enthusiastic worker. On this occasion he was decorated with the Ludwig's Order, and was honored by a congratulatory letter from the King's own hand.

BREMEN.

(Republic—Free City. Area, 106 square miles. Population, 122,565.)

Highest educational authority, The Mayor of the City of Bremen, C. F. G. Mohr.

TEACHERS' SEMINARY.

A movement has been set on foot by a number of citizens to raise the standard of education in the teachers' seminary, and to make some modern language (either English or French) an obligatory subject of instruction. So far, however, this law has not led to any definite result.

TEACHERS' SALARIES.

The government has resolved to lower the salaries of teachers from 500 Prussian thalers to 400, and to raise them gradually every five years, till they have reached the sum of 600 thalers, which is to be the maximum salary. A short time before this resolution was passed, the salary of the head-butler in the famous old restaurant "Rathskeller," (in the cellar or basement of the ancient town-hall,) was fixed at 1,500 thalers per annum.

The assistant teachers are to have better opportunities in future to be promoted and become regular teachers. Their salaries in the city vary between 350 and 400 thalers, and in the country districts between 250 and 300.

BRUNSWICK.

(Constitutional Monarchy—Duchy. Area, 1,526 square miles. Population, 311,715.)

Highest educational authority, Dr. H. T. L. C. Ernesti.

TEACHERS' CONFERENCE.

The fortieth annual meeting of the Brunswick teachers' conference discussed the following subjects: 1. The preparation of the teacher for his important duties as instructor and educator. 2. The work of the teacher and the best means for bettering his position. 3. The absolute necessity for raising the teachers' salaries. 4. A comparison of the teachers' salaries with those of other officers in the service of the government.

EDUCATION IN THE BRUNSWICK CHAMBERS.

One delegate moved a resolution to reserve 250,000 thalers from the income from the railroads, (which are government property,) the interest of which sum was to be used for increasing the salaries of teachers. During the same session another delegate moved to petition the ministry to consider whether, and in how far, instruction in the public elementary schools could be made gratuitous, and to prepare the draught of a law to that effect.

TRUANCY LAW.

The law, passed in 1867, endeavors to remedy the evil in truancy in an energetic manner. According to this law, for every day missed at school a fine must be paid of 2½ silbergroschen, (about 6 cents;) if the number of missed days during one single month amounts to 5, the fine is raised to 5 silbergroschen, (12 cents.) In case of inability to pay, imprisonment takes the place of the fine. Any person employing a child of school age in a factory or any other business during school-hours is to be fined by a sum not exceeding 20 thalers, ($14.40, gold,) or imprisonment for a period not exceeding two weeks.

MEETING OF TEACHERS OF THE DEAF AND DUMB.

August 20–22, 1871, the society of teachers of the deaf and dumb of Northwestern Germany held its fifth annual meeting at Brunswick. Ten deaf and dumb institutions were represented by 24 teachers. The following subjects were discussed: 1. The urgent necessity of a normal school for teachers of the deaf and dumb. 2. Drawing instruction in deaf and dumb institutions. 3. Instruction in speaking. 4. The best mode of placing the teachers in institutions of more than one class.

HAMBURG.

(Republic—Free City. Area, 148 square miles. Population, 338,974.)

President of the superior school council, THE MAYOR OF THE CITY OF HAMBURG, DR. G. H. KIRCHENPAUER.

INTRODUCTION OF THE NEW SCHOOL-LAW.

The introduction of the new school-law has been hailed with universal and unfeigned joy. It is based on sound educational views, secures the independence of the school from the clergy, and gives a uniform organization to the whole system of public instruction. By this school-law a superior school-council has been created as the highest educational authority. The members are at certain stated periods elected by the city council. The law also provides for a teachers' seminary—an institution the want of which has been keenly felt. An annual sum of 16,000 Prussian thalers has been appropriated for this institution; there are to be only day scholars, and English and French are to be made obligatory studies.

EDUCATIONAL SOCIETIES.

The "Society of the Friends of Education in Hamburg," existing for sixty-five years, numbers 596 members. It endeavors to further education by lectures, a library, a reading-room, and normal school, and likewise grants financial aid to poor, sick, and superannuated teachers, teachers' orphans and widows.

The Educational Society, founded in 1869, numbers 200 members, and follows the same aims as the before-mentioned society.

SCHOOL HYGIENE.

In Hamburg, following the example of Switzerland, experiments have been made to ascertain the amount of carbonic acid gas contained in school-rooms. The maximum was found to be about 5 per cent., which is altogether too much. As the pure air of the atmosphere only contains 0.004 per cent., and as 1 per cent. is really injurious to health, endeavors are being made to remedy this evil by a better system of ventilation.

STATISTICS.

During 1871 the total number of teachers was 1,805, viz, 878 females and 927 males Of this number, 42 males and 131 females were about 18 years old, 237 males and 301 females varied in age between 19 and 28; and 152 males and 86 females were between 29 and 38 years.

HESSE.

(Constitutional Monarchy—Grand Duchy. Area, 3,240 square miles. Population, 852,843.)

Superintendent of public instruction, G. WILLICH.

TEACHERS' SALARIES.

The Hessian chambers, in September, 1871, discussed the position of the elementary teachers,and almost unanimously resolved to urge the government to raise the decidedly insufficient salaries, and the pensions of teachers' widows. In some of the towns the evil was so apparent that the municipal authorities raised the salaries from the town treasury. That the salaries were really utterly inadequate, is seen from a fact like the following, which has been communicated by a Hessian teacher: A young man about 16 years of age was recommended by him to an engineer, to assist him in carrying and placing surveying instruments, who received daily, Sundays included, 1 florin 12 kreutzers, making an annual salary of 438 florins. This same teacher only receives an annual salary of 300 florins, although he has served 30 years.

TEACHERS' SOCIETIES.

The Ludwig and Alice Society, established seven years ago, for aiding teachers' widows and orphans, numbers 1,341 members, all teachers, (the total number of teachers in the grand duchy is about 1,700,) and its funds amount to 15,493 florins; during the last year 1,040 florins were distributed. In two districts there are district teachers widows' societies, to give aid only to the widows of teachers who have taught

in the district. The Jewish society, Achawa, for aiding poor Jewish teachers, their widows and orphans, has been in existence for six years; its funds amount to 10,628 florins, and during the last year 967 florins were paid to poor teachers, orphans, and widows.

The Hessian Teachers' Society, numbering 1,125 members, met in May, 1871, in Oppenheim. Only 280 members attended the meeting. Various subjects were discussed, and resolutions passed to urge upon the government the necessity of a new school-law, the chief features of which are to be: entire separation of church and school; compulsory, gratuitous education; non-confessional teachers' seminaries; higher standard of education in the seminaries, &c.

AGRICULTURAL COURSE FOR ELEMENTARY TEACHERS.

Every year during the summer vacation an agricultural course of about six weeks is held at Darmstadt, the capital of the grand duchy, for the benefit of elementary teachers. This course has two divisions, one for those who attend for the first time, and one for those who have already attended it during the previous year. The course embraces lectures on chemistry, natural philosophy, mineralogy, geography, botany, zoölogy, geometry, agriculture, book-keeping, horticulture, &c.

INSTITUTIONS FOR YOUNG PERSONS WHO HAVE LEFT SCHOOL.

Three years ago there were 87 such institutions, but since then their number has increased considerably, especially in the rural districts. These schools are supported by the towns themselves. The instruction is mostly given in the evening or on Sunday afternoon, by the regular teachers, and embraces drawing, natural history, natural philosophy, history, geography, arithmetic, &c. The Roman Catholic clergy have violently denounced these schools as a desecration of the Sabbath-day; the well-known Bishop Kettler, of Mayence, calling them, in a confirmation speech held in the Mayence cathedral on the 29th May, 1871, "institutions of the devil."

BUSINESS COLLEGE AT OFFENBACH.

In Offenbach (population about 25,000) there is a very excellent private business college under the superintendence of Dr. Nägler. Both discipline and instruction enjoy a very high reputation, and among the pupils there are several from Italy, England, and America.

LIPPE-DETMOLD.

(Constitutional Monarchy—Principality; (Fürstenthurm.) Area, 445 square miles. Population, 111,153.)

Director of ecclesiastical and school affairs, PRIVY COUNSELOR MEYER.

No report has been received for this year.

LUBECK.

(Republic—Free City. Area, 109½ square miles. Population, 52,158.)

Highest educational authority, SENATOR DR. TH. CURTIUS.

No report has been received for this year.

MECKLENBURG-SCHWERIN.

(Feudal Monarchy—Grand Duchy. Area, 4,834 square miles. Population, 557,897.

Highest educational authority, THE MINISTER OF JUSTICE, ECCLESIASTICAL AND SCHOOL AFFAIRS, STATE COUNSELOR DR. H. BUCHKA.

EDUCATIONAL SOCIETIES.

The general Mecklenburg teachers' society held its annual meeting at Wismar, and passed resolutions to urge the authorities to establish schools for young persons who have finished their schooling in the primary schools. The course of instruction, according to these resolutions, is to embrace drawing, modeling, embossing, German, natural philosophy, history, geography, arithmetic, book-keeping, rudiments of law, and political economy In Schwerin there is an "educational society" with several sections, *i. e.*, for mathematics, history of pedagogics, &c.

The Teacher's Life Insurance Society has been in existence for 11 years. The funds

amount to 28,398 Prussian thalers. During the last year the expenditure was 4,482 thalers, and the income 4,721. The number of members is 958. In 1871 a Pestalozzi society was started, which already has distributed 218 thalers to 18 teachers' widows.

A TEACHER IN THE CITIZENS' COUNCIL.

In Schwerin a teacher was elected a member of the citizens' council, a committee of citizens whose function it is to form a sort of advisory board to the municipal council. The municipal council did not consider this election valid, but the university, on being appealed to, decided that the election was entirely valid.

COMPULSORY SERVICE (SPANNDIENST) FOR TEACHERS.

In the rural districts the farmers are obliged to till the ground for the teacher, as part of the latter's salary consists in a tract of land. This institution has led to many quarrels between teachers and farmers, and it is the unanimous wish of the teachers that this antiquated institution may soon be abolished.

MECKLENBURG-STRELITZ.

(Feudal Monarchy—Grand Duchy. Area, 997 square miles. Population, 96,982.

Highest educational authority, ECCLESIASTICAL COUNSELOR (Consistorialrath) Dr. H. OHL.

No report has been received for this year.

OLDENBURG.

(Constitutional Monarchy—Grand Duchy. Area, 2,417 square miles. Population, 316,641.)

Highest educational authority, THE MINISTER OF STATE, JUSTICE, AND FOREIGN AFFAIRS, BARON P. F. L. DE ROESSING.

There are two school-boards—one for the Protestant and one for the Catholic schools. President of the school-board for Protestant schools, Erdmann; president of the school-board for Roman Catholic schools, Reismann. No report has been received for this year.

PRUSSIA.

(Constitutional Monarchy—Kingdom. Area, 137,066 square miles. Population, 24,691,203.)

Minister of public instruction, Dr. FALK.

CHANGE OF MINISTRY.

Von Mühler, who has been Prussian minister of public instruction since 1862, had made himself so obnoxious by his re-actionary measures, all tending to give greater power to the clergy, and to increase their influence in school affairs, that a change was urgently demanded by the public, the press, and the Prussian Parliament. He was, consequently, permitted to resign on the 17th of January, 1872, and on the 22d of January Dr. Falk was appointed in his place, a choice which met with universal approbation. Dr. Falk was born in the Prussian province of Silesia in the year 1827, received a classical education, and studied law at the University of Breslau. In 1857 he was elected a member of the Prussian Parliament, where he voted with the liberal conservatives.

EDUCATION IN THE PRUSSIAN PARLIAMENT.

Education has formed a frequent subject of discussion in the Prussian Parliament. In 1870, several members introduced resolutions to ameliorate the teachers' position, but without leading to any result. During these discussions, a member from the province of Prussia showed that in the district of Gumbinnen, in his province, in 1837, there were 10½ per cent. of all the recruits entirely illiterate, while in 1827 the percentage had only been 6; but that during the administration of Raumer and Mühler, (1860-'65,) the percentage had again risen to 10½. He considered the miserable financial position of the teachers as the chief cause of this deplorable condition. Other members entirely coincided with his views, but nothing was done to remedy the evil.

At the opening of Parliament, November 27, 1871, King William, in his speech from the throne, referred to education in the following words: "Public instruction will this year require a larger appropriation than heretofore, in order to satisfy all the just demands of teachers and schools. The draught of a new school law will be introduced during the present session, which it is hoped will remedy many of the existing evils." This draught of a new law, looking chiefly to a complete separation of church and school, was introduced, and after considerable discussion was passed in both houses; in the lower house on the 11th March, 1872, by a vote of 125 ayes to 76 noes.

THE NEW PRUSSIAN SCHOOL LAW OF 1872.

The following is a literal translation of the new Prussian school-law of March 11, 1872, assigning the superintendence of all the schools, private and public, to the state, that is to say, to the political society, and withdrawing this superintendence from the clergy as clergy or priests, although the latter might be, and indeed are, largely appointed by the state as school superintendents:

LAW CONCERNING SUPERINTENDENCE OF INSTRUCTION AND EDUCATION.

"We, William, by the grace of God, King of Prussia, &c., &c., ordain, in conformity with article 23 of the constitution of January 31, 1850, with the consent of both houses of Parliament, for the whole monarchy, as follows:

"SECTION 1. Abolishing every decree or direction in single portions of the land to the contrary, the superintendence over all institutions of instruction and education, private and public, belongs to the state.

"SECTION 2. The appointment of local and district school inspectors belongs to the state alone. The commission given to the state inspectors of primary schools can be recalled at any time, if it be a secondary and additional, or an honorary, office.

"SECTION 3. This law does not touch the participation in the superintendence of schools belonging to the communes, nor article 24 of the constitution of January 31, 1850.

"SECTION 4. The minister of public instruction is charged with the execution of this law.

"Given, &c., &c., Berlin, March 11, 1872.

"WILLIAM.

"BISMARCK, *and the seven ministers of the Prussian cabinet.*"

THE INFALLIBILITY DOGMA AND EDUCATION.

During the early part of 1871, Dr. Triebel, director of the teachers' seminary at Braunsburg, in the province of Prussia, and Dr. Wollman, teacher of religion at the gymnasium in the same town, who refused to accept the new dogma, were suspended from office by Dr. Krementz, bishop of Ermeland, while Dr. Braun, director of the gymnasium at Braunsberg, was without further ado suspended from office and excommunicated. Although the ministry of public instruction reminded the bishop of the illegality of his course of action, Dr. Krementz nevertheless demanded unconditional obedience to his orders by all the teachers of his diocese. Thereupon, the ministry commissioned the provincial school-council of the province of Prussia to issue the following order:

"As Dr. Wollman has been appointed by the government, it alone has the right to suspend him from office, if such a step should be deemed necessary. The bishop has no right whatever to meddle with the affairs of the gymnasium, much less to discharge any teacher. If the bishop believes that Dr. Wollman has become incapacitated for his office, he must first ascertain the exact facts of the case, and must then refer the whole matter to the government. In no case has the teacher of religion to obey any orders except those of the government."

Similar orders were issued with regard to Dr. Triebel and Dr. Braun. The bishops of Bonn and Breslau, who pursued the same course as Dr. Krementz, were likewise, by energetic orders from the university, reminded of their position. All the Roman Catholic bishops of the kingdom thereupon, on the 13th September, 1871, addressed a petition directly to the King, asking him to protect the oppressed Catholics in their rights.

SCHOOL FINANCES.

During the year 1871 the sum of 6,311,463 Prussian thalers (about $4,544,253.36 gold) was expended for public instruction. The following are the most important items of expenditure: Ministry of public instruction, 149,260 thalers; provincial school councils, 77,630; examining committees, 12,797; the universities, 889,815; gymnasia and real-schools, 572,429; scientific and artistic institutions, 317,660; elementary instruction,

1,339,009; with the following items: teachers' seminaries, 392,025; elementary schools, 837,616; gymnasia, 12,160; institutions for the deaf and dumb and the blind, 21,139; orphan schools, 76,065, &c.

TEACHERS' SEMINARIES.

There is a great lack of teachers in nearly all the provinces, owing partly to the low salary paid, and partly to the insufficient number of teachers' seminaries. In the course of the year a number of new seminaries have been opened, and others will soon be opened, especially in the provinces acquired by the war of 1866.

TEACHERS' SALARIES.

The salaries have hitherto been entirely insufficient, especially in the rural districts. While a number of cities, particularly in the western portion of the kingdom, have made praiseworthy efforts to make the position of their teachers more comfortable, a petition, signed by thousands of teachers, has been addressed to the Prussian Parliament, asking for an addition to their salaries, a regular increase at stated intervals, and a regulated system of pensions. Slowly but surely this end will be reached.

TEACHERS' SOCIETIES.

There are teachers' societies in all the provinces, district societies in the district, and city societies in most of the larger cities. The Prussian societies have, during the last year, displayed a great activity, in the way of meetings, lectures, discussions, &c.; but few practical results have been reached. The two favorite subjects of discussion were the separation of church and school, and the formation of a general German teachers' society.

SCHOOLS FOR YOUNG PERSONS WHO HAVE FINISHED THEIR SCHOOLING, (FORTBILDUNGSCHULEN.)

Of these schools there are a great number throughout the whole monarchy, and of all kinds and grades, to suit the most varied demands. A model school of this kind for ladies is the Victoria Lyceum, in Berlin, which is under the special patronage of the crown princess. The teachers are all men of standard excellence in their respective subjects, and lectures are delivered on general history, history of Germany, German literature, history of music, history of the fine arts, French and English literature, botany and chemistry. Other schools are more devoted to industrial pursuits, and might well be termed industrial schools; while some only go over the elementary branches, with the addition of some mathematics, natural sciences, &c. Some are devoted to drawing; others to agriculture, &c. These schools are open mostly in the evening, and are attended by apprentices and other young persons in business. Many of these schools are private establishments; some are municipal, while others are supported by various societies.

GYMNASTICS.

Gymnastics is taught in almost all the schools, and the government encourages it in every way. In a recent circular the minister says: "It is acknowledged everywhere, by soldiers and civilians, that the astonishing accomplishments of our armies in the late war, especially their thorough discipline, exhibited in the most cheerful and self-sacrificing manner, their skill in overcoming natural and artificial hinderances in the enemy's country, their courage and calmness in battle, the calmness with which they bore pain and privations, must, in a large measure, be attributed to their gymnastic education."

Special zeal is displayed in the province of Prussia, where, in the five districts of Königsberg, Gumbinnen, Danzig, Marienwerder, and Bromberg, there are 34 gymnastic societies, with 3,062 members. The provincial gymnastic society employs a migratory teacher of gymnastics, who makes his regular rounds. In the city of Osnabrück (province of Hanover) the system of gymnastics has been introduced in the two upper classes of the city schools, and the results have been interesting. In all cases the children of the poorer classes showed less nimbleness than those of the rich. The most extensive and magnificent arrangements for instruction in gymnastics are to be found in the city of Breslau, (province of Silesia,) where there are most perfect arrangements for female gymnastics.

SCHOOL HYGIENE.

In February, 1871, a "medico-pedagogical society" was formed in Berlin, consisting of educators and physicians. Its aim is to further school hygiene in all its branches. In one of the last sessions the feasibility of a reliable school-pathology was discussed; and, as a step in this direction, the keeping of accurate tables was recommended, in which all cases of sickness of school-children are to be entered. The society is young; but some of the best educators and the most eminent men of science are among its members, and good results from its activity may confidently be looked for.

STATISTICS OF ILLITERACY.

The following are accurate statistics of the illiteracy among the Prussian conscripts:

Provinces.	Percentage of conscripts unable to read and write.				
	1841.	1846–'49.	1851–'52.	1866–'67.	1869–'70.
Prussia	15.33	9.24	10.04	12.28	11.00
Posen	41.00	18.22	20.67	13.80	14.38
Brandenburg	2.47	1.10	0.76	0.84	0.59
Pomerania	1.23	1.01	0.93	1.19	1.08
Silesia	9.22	5.88	4.78	3.42	2.86
Saxony	1.19	0.37	0.64	0.17	0.37
Westphalia	2.14	1.69	2.11	1.63	1.03
Rhenish Prussia	7.06	3.43	2.54	0.68	0.75
Hohenzollern	.....	.....	.....	.....	.....
Hanover	.....	.....	.....	2.28	0.87
Schleswig-Holstein	.....	.....	.....	2.21	0.69
Hesse	.....	.....	.....	0.56	0.22
Nassau and Frankfort	.....	.....	.....	0.33	.....
Lauenburg	.....	.....	.....	1.90	0.06
Whole monarchy	.....	.....	4.81	3.81	3.37

SCHOOL STATISTICS OF BERLIN.

The following are the official school statistics of Berlin (population about 900,000) for the year 1871: Number of elementary schools 218, with 1,982 classes and 93,198 scholars, (49,446 boys and 43,752 girls.) Of these scholars, 7,371 were older than 14, and 85,627 younger. Of the schools, 93 private schools were under the supervision of the municipal authorities, and 64 schools were supported by, as well as under the supervision of, the same authorities; 53,515 children were instructed at the expense of the city. The teachers are classed according to their salary, in the following manner: 16 with 900 thalers each; 16 with 850; 57 with 800; 13 with 700; 92 with 650; 91 with 500; 123 with 450; 238 with 400; 43 with 350; 75 with 300; 209 with 72; 15 with 60. Total number of teachers 957, (596 males and 361 females.) The expenditure for the municipal schools amounted to 475,762 thalers, and that for the private schools to 116,085. Fines for truancy were imposed to the number of 16,639, amounting, in all, to 2,379 thalers. In 1,560 cases the punisment consisted in imprisonment.

REUSS-GREIZ.

(Absolute Monarchy—Principality. Area, 148 square miles. Population, 45,094.)

Highest educational authority, THE PRESIDENT OF THE GOVERNMENT, O. MEUSEL.

No report has been received for this year.

REUSS-SCHLEIZ.

(Constitutional Monarchy—Principality. Area, 297 square miles. Population, 89,032.)

Highest educational authority, THE PRESIDENT OF THE MINISTRY, DR. VON HARBOU.

ACTION OF THE CHAMBERS WITH REGARD TO EDUCATION.

The chambers, which assembled at Gera, adjourned on the 29th November, 1871, after having passed all the bills relating to education, the most important one being a bill granting government subsidies toward the building of new school-houses.

SCHOOL DISTRICTS.

The whole country is divided into 3 dioceses, with 15 school districts. Every district has its school-inspector, appointed by the government, who presides at the annual teachers' conferences of his district. So far there is no general teachers' society, but energetic endeavors are being made to establish one.

SAXE-ALTENBURG.

(Constitutional Monarchy—Duchy. Area, 509 square miles. Population, 142,122.)

Highest educational authority, THE PRESIDENT OF THE MINISTRY, F. L. VON GERSTENBERG, EDLER VON ZECH.

TEACHERS' SALARIES.

The salaries of teachers were entirely inadequate, and many teachers had, therefore,

to resort to some other means of earning money. By a bill introduced in the chambers, which doubtless will become a law, the lowest salary will be 250 Prussian thalers, and the highest 400.

NUMBER OF CLASSES IN SCHOOLS.

In the whole duchy there is not a single school with only one class; all the schools having at least two classes.

SAXE-COBURG-GOTHA.

(Constitutional Monarchy—Duchy. Area, 509 square miles. Population, 174,339.)

Highest educational authority for Gotha, PRESIDENT OF THE MINISTRY VON SEEBACH.
Highest educational authority for Coburg, MINISTERIAL COUNSELOR H. ROSE.

CHANGE IN THE SCHOOL-LAW.

The Gotha school-law, dated July 1, 1863, is to undergo a change. The change will refer chiefly to disciplinary measures, the preparation of teachers, the regulation concerning private schools, the maximum and minimum of children in one class, and a stricter separation of ecclesiastical and school affairs. The teachers' seminary will have a preparatory class added to it.

GYMNASTICS.

Since 1863 gymnastics forms an obligatory branch of instruction in all the schools of the duchy. During the months of July and August, a professor of gymnastics was commissioned by the government to make a tour of inspection through the whole country, and prepare a report on the state of instruction in gymnastics.

SAXE-MEININGEN.

(Constitutional Monarchy—Duchy. Area, 933 square miles. Population, 187,884.)

Minister of justice, ecclesiastical affairs, and public instruction, PRIVY COUNSELOR F. VON UTTENHOVEN.

STATISTICS.

The teachers' seminary at Hildburghausen had 1 director, 6 teachers, 4 assistant teachers, and 74 students. Connected with the seminary there is a very excellent normal school and an institution for the deaf and dumb.

The gymnasium at Meiningen had 205 students, the gymnasium at Hildburghausen 116, and the real-school at Meiningen 146. Evening and Sunday schools, in which education is compulsory, have been established by 20 (chiefly rural) communities. The town of Sonneberg (population, 4,000) has established an industrial school with a one-year's course, embracing German, French, English, history, geography, mathematics, natural sciences, drawing, modeling, vocal music, and gymnastics.

SAXE-WEIMAR.

(Constitutional Monarchy—Grand-Duchy. Area, 1,421 square miles. Population, 286,183.)

Highest educational authority, PRIVY COUNSELOR Dr. G. T. STICHLING.

TEACHERS' SOCIETIES.

There are quite a number of teachers' societies, prominent among which are the Pedagogical Seminary, under the leadership of Dr. Stoy, at Jena, and the Pedagogical Society, at the same place, numbering among its members nearly all the teachers of the higher elementary schools, and the Pedagogical Society at Eisenach. The latter usually holds twelve sessions every winter.

PRIVATE SCHOOLS.

Among the private schools of the grand-duchy and of Germany, the boys' boarding-school of Dr. Käferstein, at Jena, occupies a high rank. It has 3 gymnasium-classes, 4 real-classes, and 2 elementary classes, and is therefore a combination of gymnasium, real-school, and elementary school. Instruction in Latin commences in the third year, French in the fifth year, Greek and English in the sixth year.

TEACHERS' SALARIES.

The salaries of teachers were, in a great many cases, entirely too small. The government has taken the matter in hand, and intends, in consideration of the very favorable financial condition of the country, to raise the salaries considerably.

SAXONY.

(Constitutional Monarchy—Kingdom. Area, 6,777 square miles. Population, 2,556,244.)

Highest educational authority, THE MINISTER OF PUBLIC INSTRUCTION, Dr. C. F. W. GERBER.

SCHOOL FINANCES.

The appropriation for educational purposes for 1872 amounted to 774,000 thalers, (one thaler=72 cents, gold,) being 169,599 more than the preceding year. The increase is to serve in raising the teachers' salaries. The items of the appropriation are distributed in the following manner: University at Leipzig, 164,857; for the gymnasia, 112,308; for industrial schools, 22,000; for the schools for toy manufacture, weaving-schools, sewing-schools, schools of embroidering, straw-plaiting schools, spinning-schools, navigation-schools, (for river navigation,) drawing and Sunday schools, 2,250; special higher schools for the above-mentioned branches of industry, 16,250; business-colleges, 1,000; teachers' seminaries, 105,338; institutions for the deaf and dumb, 30,751; elementary schools, 160,825; for a new polytechnic school at Dresden, 400,000, &c.

THE NEW SCHOOL-LAW DISCUSSED BY THE LUTHERAN SYNOD.

The government had already in 1870 prepared the draught of a new school-law, which, however, was not discussed by the chambers till this present (1872) session. Its fate so far is not known. As the new law proposed to define more clearly the relation of the school to the church and the state, the ministry of public instruction deemed it advisable first to hear the opinion of the Saxon Lutheran synod, which met in Dresden in May, 1871. The most important subject of discussion was the following paragraph of the new law: "All the functions of the Evangelical-Lutheran church authorities which hitherto have been exercised by the ministry of ecclesiastical and school affairs pass over into the hands of a new ecclesiastical board, (*Oberconsistorium.*) The highest authority in educational matters remains with the ministry of public instruction, with the exception of religious instruction, which is under the superintendence of the *Oberconsistorium,* the new ecclesiastical board." The majority of the synod supported the government, but a strong minority openly expressed themselves against the new law. After long and violent discussion, it was resolved to lay the new school-law in full before the synod before it was laid before the chambers.

REAL-SCHOOLS.

By a ministerial decree of December 2, 1870, the course of instruction in the real-schools of the higher grade was raised from six to seven years. All the scholars in these real-schools are obliged to study Latin, so as to be able to read Livy, Sallust, and Cicero, in the first (highest) class. In the real-schools of the lower grade, two foreign languages must be studied. The number of real-schools is constantly increasing, and all of them are filled to their utmost capacity.

TEACHERS' SEMINARIES.

The Saxon teachers' seminaries enjoy a well-merited reputation. Their course of instruction embraces the following subjects: Religion, (dogmatically,) exegesis of the most important books of the Old and New Testaments, church history; German grammar and literature, (also ancient German and Gothic;) arithmetic, geometry, geography, history, natural history, natural philosophy, pedagogics, history of education, catechetics, psychology, penmanship, drawing, gymnastics, piano, organ, and violin, vocal music, and thorough-base. Connected with every seminary there is a practice-school. In some seminaries one or two foreign languages are taught.

WANT OF TEACHERS.

The number of teachers' places in the kingdom of Saxony is 4,549, while the number of teachers is only 4,411; so that, in spite of the numerous and well-attended seminaries, there are 138 teachers wanting. In view of this want, the government contemplates the establishment of another new seminary in the district of Zwickau, (one was established a few years ago at Zschoppau.)

SCHOOL-HYGIENE.

At the sixth annual meeting of the Saxon Medical Society, held at Dresden in November, 1871, a resolution was moved to petition the government to place all the schools under medical supervision; but as Dr. Hübel declared, in the name of the ministry, that by the new school-law all school-houses would be placed under medical supervision, and that the district-physicians were to become members of the regular conferences of district-school inspectors, the motion was taken back. It was resolved to petition the ministry to introduce instruction in hygiene, at least in all the higher schools: and this petition will in all probability be granted.

All teachers have to keep a regular account of the vaccination of their scholars. According to the accounts sent to the ministry, 46,884 children out of 51,980 who entered school during the year had been vaccinated. Of those that had not been vaccinated 36.6 per cent. were attacked by the small-pox, while of those that had been vaccinated only 1.2 per cent. had the disease.

EVENING AND SUNDAY SCHOOLS.

There is in Saxony a very large number of such schools, to suit all demands. In the Dresden district there were 23 Sunday-schools, with 1,953 scholars; in the Zittau district there were 12 Sunday-schools, with 910 weaving-machines; in the Plauen district there were 20 Sunday schools, with 2,110 scholars; in the Chemnitz district 54, with 6,897 scholars. In many of these schools French, English, book-keeping, arithmetic, penmanship, drawing, and natural sciences are taught, and all of them are well attended by apprentices, clerks, &c. Recently, also, an agricultural Sunday and evening school has been started near Bautzen, attended by teachers and young persons between the ages of 15 and 32, to the number of 72.

PRIVATE SCHOOLS.

Saxony possesses a great number of very excellent private schools of all grades, especially in the cities of Dresden and Leipzig. A peculiar school is the private school for girls, founded by Miss Grossmann in Dresden. All the studies in this school are taught by three teachers, a German, a Frenchman, and an Englishman. Every subject is first taught in German, then the same subject in French, and lastly in English.

GYMNASTICS.

At Dresden there is a famous normal school of gymnastics. The number of scholars was 1,769, among whom there were 458 who prepared themselves for the profession of teacher of gymnastics. Some of the pupils came from Hanover, Hesse, Brunswick, Lippe-Detmold, Finland, and Hungary.

TEACHERS' SOCIETIES.

Since April, 1870, there has existed in Dresden a society of drawing-teachers, which has already held ten meetings, and discussed the whole subject in its various aspects. A peculiar institution is the Teachers' Fire Insurance Society, numbering 2,237 members. The capital of this society amounts to 2,109,610 thalers, and during the last year 5,704 thalers were paid. There are numerous other teachers' societies, for scientific purposes and for mutual relief.

EDUCATION OF IDIOTS.

The institution for idiots at Hubertsburg, which has been in existence for 25 years, has been very successful. During this period 221 persons were admitted, (168 boys and 53 girls,) of whom the greater majority have become useful citizens. The institution was opened with 10 boys, and numbers now 46 inmates, (33 boys and 13 girls,) between the ages of 6 and 17. The number of idiots, however, is greater than the institution can accommodate; for while in Saxony there is only one blind person to every 1,385 of the population, one deaf-mute to every 1,636, there is one idiot to every 497. The largest percentage of idiots (0.5 per cent.) is in the cities of Dresden, Leipzig, Chemnitz, and in the valleys of the Erzgebirge.

VITAL STATISTICS.

According to careful statistics, the total age of 100 teachers and 100 clergymen who died during the years 1861–'63 was 6,392 for the clergymen and 5,391 for the teachers, making the average age of a clergyman 63.92 years, and that of a teacher 53.91, (10.01

years less.) With regard to the ages at the time of death, they are grouped in the following manner:

Ages at time of death.	Clergymen.	Teachers.	Ages at time of death.	Clergymen.	Teachers.
Between 20 and 30	.....	8	Between 60 and 70	24	25
Between 30 and 40	2	15	Between 70 and 80	26	11
Between 40 and 50	12	14	Between 80 and 90	4	2
Between 50 and 60	32	25			

SCHAUMBURG-LIPPE.

(Constitutional Monarchy—Principality. Area, 212 square miles. Population, 32,051.)

Highest educational authority, THE PRESIDENT OF THE COUNCIL OF MINISTERS, (vacant.)

[No report has been received this year.]

SCHWARZBURG-RUDOLSTADT.

(Constitutional Monarchy—Principality. Area, 340 square miles. Population, 75,523.)

Minister of finance, ecclesiastical affairs, and public instruction, PRIVY COUNSELOR BARON J. A. KETELHODT.

EDUCATION IN THE CHAMBERS.

During the last session of the chambers, held at Rudolstadt, the majority, with regard to the relation between church and school, expressed the opinion that the church had no authority whatever over the public schools.

TEACHERS' CONFERENCE.

The general teachers' conference of Schwarzburg-Rudolstadt held its twenty-first annual session at Schwarzburg in July, 1871. Two subjects were especially discussed—the study of the German classics and poets in the public schools and in the teachers' seminaries as the best means of awakening a noble patriotism, and to develop mind and character; and the subject of punishments. On the first subject several enthusiastic speeches were made, and all the members were in favor of introducing these studies.

SCHWARZBURG-SONDERSHAUSEN.

(Constitutional Monarchy—Principality. Area, 318 square miles. Population, 67,191.)

Minister of justice, ecclesiastical affairs, and public instruction, PRIVY COUNSELOR G. BLEY.

TEACHERS' SALARIES.

In the last session of the Schwarzburg-Sondershausen chambers the government proposed an increase of teachers' salaries, which was passed, so that since January 1, 1872, the minimum salary of elementary teachers has been 275 thalers in the three principal cities, 250 in the smaller cities, and 200 in the rural districts. Every five years the salary is to be raised 25 thalers, till, after having taught 15 years, the salary is respectively 350, 325, 275 thalers, the maximum.

MEETING OF KINDERGARTEN-TEACHERS.

On the 28th September, 1871, a conference of kindergarten-teachers from all parts of Central Germany was held at Arnstadt. Rev. Steinacker spoke on Froebel's system as the "Preliminaries of peace between the parental home, the school, the infant-school, and the kindergarten."

WALDECK.

(Constitutional Monarchy—Principality. Area, 466 square miles. Population, 56,218.)

President of the council of public instruction, COUNCILOR G. GLEISNER.

TEACHERS' CONFERENCE.

The Teachers' Society of Waldeck held its annual meeting at Sachsenhausen during April, 1871. Twenty different subjects were discussed, and a progressive spirit manifested itself. All agreed that church and school must be separated; that the teacher should have the same privilege as all the other civil officers of the government; and that nothing should be more avoided by teachers than a mere mechanical method of instruction.

WÜRTEMBERG.

(Constitutional Monarchy—Kingdom. Area, 7,840 square miles. Population, 1,818,541.)

Minister of ecclesiastical affairs and public instruction, DR. VON GESSLER.

STATISTICS.

The number of elementary teachers is 3,671, viz, 2,474 Protestants and 1,197 Roman Catholics. The salaries vary between 700 and 180 florins. Most of the schools are very much crowded, and there is such a want of teachers that, although last year 113 teachers left the seminaries after having finished their studies, there were a great many vacancies.

TEACHERS' SOCIETIES.

The Würtemberg Teachers' Society held its annual meeting at Ludwigsburg in August, 1871. The chief subjects of discussion were: German education as it should be to correspond to the grandeur and glory of the new German empire, especially by making the teacher's position more honorable in society; the necessity of an increase of the salaries of teachers and the pensions to teachers' widows.

SUNDAY AND EVENING SCHOOLS.

Würtemberg was the first German state where such schools were established, and their number is now very large. Recently an ineffectual attempt was made to make attendance in the schools compulsory. As it is, attendance is entirely voluntary, a small school-fee is charged, and scholars who manifest a want of diligence or talent are discharged; but, nevertheless, these schools are all crowded to their utmost capacity.

SCHOOL-HYGIENE.

The ministry has published a decree, giving special sanitary regulations for schools. Each school must have a play-ground and gymnastic apparatus, and separate rooms for the two sexes; the length of the school-rooms must not exceed 12 meters, and the height must be at least 3.4 meters. Great care is recommended as to the paint used for walls and furniture, that it does not contain any poisonous matter. Earthenware stoves are recommended in preference to iron stoves. In every school there is to be a separate room for the teacher, and in larger schools a room for scientific collections. Every school-room must have a wash-bowl and towel and a cloak-room. Rooms, stair-cases, and entries must be swept daily, and scoured at least four times a year; there must be good light and ventilation; and the temperature of the school-room is never to be less than about 62 degrees. If in summer the thermometer shows 77 degrees in the shade during the forenoon, there is to be no school in the afternoon. The scholars should be afforded an opportunity of changing their position by letting them sit and stand alternately. The means of punishing is to be a thin switch, which must have the prescribed length of half a meter.

GERMAN EDUCATIONAL LITERATURE.

No material being at hand to give an accurate exhibit of the educational literature of Germany for the year 1871, an exhibit for the preceding year, 1870, is given. The number of educational works published during the year was 1,174. This number only includes text-books for schools and private study, books for children, and the history

of education, as well as works on special educational questions. According to subjects, the educational literature of 1870 is grouped in the following manner:

Subjects.	No. of works.	Subjects.	No. of works.
Music	384	Readers	37
Mathematics	132	Modern languages	33
Gymnastics	118	History of education, &c.	31
Natural sciences	80	German literature	25
History	76	Drawing	25
Geography	64	Penmanship	13
Religion	58	Total	1,174
Books for children	57		
German grammar	41		

SCHOOL-PROGRAMMES.

A peculiar feature of German educational literature are the school-programmes, published annually by the gymnasia and the real-schools. It is an ancient and time-honored custom, that every year the director or one of the professors writes a scientific essay on a subject chosen by himself. Many of these essays possess the highest literary merit, and the authors not infrequently publish a collection of their essays in book-form. Some of them are of considerable length, (upward of 100 closely-printed pages,) and they embrace the most varied subjects, as the following table for the year 1870 will show:

Subjects.	No. of essays.	Subjects.	No. of essays.
Philology	245	Philosophy	11
Education	208	Geography	7
History	76	History of art	4
Natural sciences	69	Bibliography	2
Mathematics	47		
Theology	18	Total	687

EDUCATIONAL JOURNALS AND PERIODICALS.

The number of educational journals and periodicals published in Germany is 67, viz, 62 Protestant and 5 Roman Catholic. Distributed according to states, they are grouped in the following manner:

States.	No. of journals.	States.	No. of journals.
Prussia	30	Saxe-Weimar	1
Saxony	15	Brunswick	1
Würtemberg	8	Hamburg	1
Bavaria	2	Oldenburg	1
Hesse	3	Alsace	1
Baden	2		
Reuss-Schleiz	2	Total	67

STATISTICS OF THE GERMAN UNIVERSITIES IN 1871–'72.

In the following table the statistics of the universities of the German empire are first given by themselves, and then the statistics of those universities in Switzerland, Austria, and Russia where German is exclusively used as the language of instruction, and which are justly considered as homesteads of German science and German culture.

UNIVERSITIES.	PROFESSORS.						STUDENTS.							
							Theology.							
	Ordinary.	Extraordinary.	Honorary.	Private, (Privat docenten.)	Tutors.	Total.	Protestant.	Catholic.	Law and political economy.	Medicine, surgery, and pharmacy.	Philosophy, philology, mathematics, and natural sciences.	Total number of matriculated students.	Non-matriculated students, (i. e., entitled to attend lectures.)	Total.
Germany:														
Berlin	51	57	2	62	6	178	280	.....	837	503	986	2,603	1,578	4,181
Bonn	48	21	1	27	1	98	51	128	192	175	201	747	58	805
Breslau	49	12	3	36	7	107	62	117	209	198	328	914	53	967
Erlangen	34	8	1	5	5	53	163	.....	45	103	33	344	.....	344
Freiburg	31	7	1	7	4	50	.....	95	30	56	46	227	12	239
Giessen	32	8	1	7	5	53	19	.....	86	172	106	280	26	306
Göttingen	57	22	1	28	6	114	113	.....	142	342	377	804	1	805
Greifswald	33	7	....	10	3	53	18	.....	34	187	82	476	47	523
Halle	41	14	1	27	7	90	282	.....	91	94	410	970	45	1,015
Heidelberg	38	21	2	31	14	106	34	.....	299	77	144	571	69	640
Jena	27	18	7	5	6	63	97	.....	72	50	112	358	36	394
Kiel	29	5	....	18	5	57	45	.....	12	170	28	135	35	170
Königsberg	38	8	....	19	5	70	79	.....	141	436	154	544	14	558
Leipsic	52	49	4	30	4	139	412	.....	717	194	639	2,204	71	2,275
Marburg	39	5	....	17	4	65	50	.....	20	399	139	403	25	428
München	63	13	12	19	5	112	.....	76	372	.....	394	1,241	.....	1,241
Münster	13	8	....	5	1	27	.....	232	.....	39	185	417	4	421
Rostock	29	1	....	7	1	38	40	.....	35	.....	14	128	1	129
Strasburg	38	8	1	....	....	47	.....	.....	.....	.....	.....	.....	.....	.....
Tübingen	42	17	....	10	5	74	208	85	151	89	175	708	100	808
Würzburg	34	6	....	17	3	60	.....	156	119	396	136	807	8	815
Total in the German empire	818	315	37	387	97	1,654	1,952	889	3,604	3,769	4,686	14,901	2,183	17,084
Austria:														
Graz	40	10	....	17	3	70	.....	103	103	313	292	143	850	926
Insbruck	41	7	....	9	1	58	.....	197	197	104	79	148	528	612
Prague	48	22	1	20	6	97	.....	207	207	640	500	265	1,612	1,709
Vienna	74	38	1	85	8	206	.....	198	198	1,304	1,383	679	3,564	3,881
Russia:														
Dorpat	36	4	1	14	11	66	92	.....	.....	218	259	179	748	755
Switzerland:														
Basle	30	10	1	21	4	66	41	.....	.....	14	68	38	161	161
Berne	27	10	3	21	....	61	24	.....	.....	69	135	20	248	302
Zurich	34	14	....	30	....	78	43	.....	.....	21	169	78	311	352
Total in other countries	330	115	7	217	33	702	200	705	2,682	2,885	1,550	8,022	676	8,698
Grand total	1,148	430	44	604	130	2,356	2,153	1,594	6,286	6,654	6,236	22,923	2,859	25,782

GREAT BRITAIN AND IRELAND.

(Constitutional Monarchy—Kingdom. Area, 20,879 square miles. Population, 31,817,108.)

Lord president of the council on education, EARL OF RIPON; *vice-president of the committee of the council on education*, WILLIAM EDWARD FORSTER.

I.—ENGLAND AND WALES.

(Population, 22,704,108.)

CODE (1872) OF MINUTES OF THE EDUCATION-DEPARTMENT.*

1. A sum of money is annually granted by Parliament "for public education in Great Britain."

2. This grant is administered by the education-department.

3. The object of the grant is to aid local exertion, under certain conditions, to maintain—

a. Elementary schools for children; and

b. Training-schools for teachers.

4. An elementary school is a school or department of a school at which elementary

*The education-department administers the schools in England, Wales, and Scotland.

education is the principal part of the education there given, and does not include any school or department of a school at which the ordinary payments, in respect of the instruction, from each scholar exceed ninepence a week.

5. Aid to maintain schools is given by annual grants to the managers, conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

6. No grants are made to elementary schools which are not public elementary schools.

7. No grant is made in respect of any instruction in religious subjects.

8. Officers are employed to verify the fulfillment of the conditions on which grants are made, to collect information, and to report the results to the education-department.

9. These officers are inspectors appointed by Her Majesty, on the recommendation of the education-department, and persons appointed by the department, as occasion requires, in the capacity of acting inspectors, or inspectors' assistants.

10. No grant is paid except on a report from an inspector, showing that the conditions of the grant have been fulfilled. The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

11. The education-department, at the time of agreeing to make grants to an elementary school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the department informs the managers of a change. Notice of the day of the inspector's annual visit is given beforehand to the managers.

12. An inspector may visit any public elementary school at any other time without notice.

13. Grants are issued to each elementary school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

14. No undertaking should be commenced in general reliance upon aid from the parliamentary grant. An application for such aid should, in the first instance, be addressed to the secretary of the education-department, London. Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the education-department, and must give notice of any change of correspondent. Teachers cannot act as managers of, or correspondents for, the schools in which they are employed.

16. After May 31, 1871, no grant shall be made to any elementary school which is not a public school, and no grant shall be made except in pursuance of a memorial duly signed and containing the information required by the education-department for enabling them to decide on the application.

ANNUAL GRANTS—PRELIMINARY CONDITIONS.

17. Before any grant is made to a school, the education-department must be satisfied that—

a. The school is conducted as a public elementary school, and no child is refused admission to the school on other than reasonable grounds.

b. The school is not carried on with a view to private emolument.

c. The school-premises are healthy, well lighted, drained, and ventilated, properly furnished, supplied with suitable offices, and contain in the principal school-room at least 80 cubic feet of internal space, and in the school-room and class-rooms at least 8 square feet of area for each child in average attendance.

d. The principal teacher is certificated, (article 43.)

Exception: Evening-schools may be taught by pupil-teachers who have completed their engagement with credit, (article 79.)

e. Notice is immediately given to the department of the date at which the teacher enters on the charge of the school, from which date the grant is computed.

f. The girls in the school are taught plain needle-work and cutting out as part of the ordinary course of instruction.

g. The infants, if any, attending the school are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

h. Registers of admission and daily attendance and accounts of income and expenditure are accurately kept and duly audited, and all statistical returns and certificates of character (articles 67, 77, and 80) may be accepted as trustworthy.

i. Three persons have designated one of their number to sign the receipt for the grants on behalf of the school.

Exception: The treasurer of a school-board signs the receipt for grants to schools provided by the board.

18. The grant may be withheld if, on the inspector's report, there appears to be any serious *prima-facie* objection. A second inspection, wherein another inspector takes part, is made in every such instance; and if the grant be finally withheld, a special minute of the case is made and recorded.

GRANTS TO DAY-SCHOOLS.

19. The managers of a school which has met not less than 400 times, in the morning and afternoon, in the course of a year, as defined by article 13, may claim at the end of such year—

A. The sum of 6*s.* per scholar, according to the average number in attendance throughout the year, (article 26.)

B. For every scholar present on the day of examination who has attended not less than 250 morning or afternoon meetings of the school:

1. If above four and under seven years of age at the end of the year, article 13:
   a. 8*s.*; or
   b. 10*s.* if the infants are taught as a separate department by a certificated teacher of their own, in a room properly constructed and furnished for their instruction.
2. If more than 7 years of age 12*s.*, subject to examination, (article 28,) viz:
   4*s.* for passing in reading;
   4*s.* for passing in writing; and
   4*s.* for passing in arithmetic.

20. 150 attendances (article 23) qualify for examination:

a. Scholars attending school under any half-time act; and

b. Boys above 10 attending school in a rural district.

21. If the time-table of the school, in use throughout the year, has provided for one or more specific subjects of secular instruction beyond article 28,

A grant of 3*s.* per subject may be made for every day-scholar, presented in standards IV-VI, (article 28,) who passes a satisfactory examination in not more than two of such subjects.

No grant may be claimed under this article on account of any scholar who has been examined, in the same subject, within the preceding year, by the department of science and art.

GRANTS TO EVENING-SCHOOLS.

22. The managers of a school which has met not less than 80 times in the evening, in the course of a year, as defined by article 107, may claim:

a. The sum of 4*s.* per scholar, according to the average number in attendance throughout the year, (article 26.)

b. For every scholar who has attended not less than 50 evening-meetings of the school, 7*s.* 6*d.*, subject to examination, (article 28,) viz: 2*s.* 6*d.* for passing in reading, 2*s.* 6*d.* for passing in writing, and 2*s.* 6*d.* for passing in arithmetic.

CALCULATION OF ATTENDANCE.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours, nor attendance at an evening-meeting for any scholar who has been under similar instruction less than one hour and a half.

24. Attendance of boys at drill, under a competent instructor, for not more than two hours a week, and 20 weeks in the year, may, in a day-school, be counted as school attendance.

25. Attendance may not be reckoned for any scholar above 18, or in a day-school under 3, or in an evening-school under 12 years of age.

26. The average number of scholars in attendance for any period is found by adding together the attendances of all the scholars for the same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. In calculating the average number in attendance, the attendances of half-time scholars reckon for no more than those of other scholars.

Standards of examination.

28.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading	One of the narratives next in order after monosyllables in an elementary reading-book used in the school.	A short paragraph from an elementary reading-book.	A short paragraph from a more advanced reading-book.	A few lines of poetry or prose, at the choice of the inspector.	A short ordinary paragraph in a newspaper or other modern narrative.	To read with fluency and expression.
Writing	Copy in manuscript character a line of print, and write from dictation a few common words.	A sentence from the same book, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time from the same book.	A sentence slowly dictated once, by a few words at a time, from a reading-book, such as is used in the first class of the school.	Another short ordinary paragraph in a newspaper or other modern narrative, slowly dictated once by a few words at a time.	A short theme or letter or an easy paraphrase.
Arithmetic	Simple addition and subtraction of numbers of not more than four figures, and the multiplication-table to multiplication by six.	The multiplication-table, and any simple rule as far as short division inclusive.	Long division and compound rules, (money.)	Compound rules, (common weights and measures.)	Practice and bills of parcels.	Proportions and fractions, vulgar and decimal.

29. No scholar may be presented a second time for examination—
a. Under a lower standard; or
b. Under the same standard.
30. After March 31, 1873, no day-scholar above 9 years of age and no evening-scholar above 13 will be examined in standard I.
31. After March 31, 1874, no day-scholar above 9 years of age and no evening-scholar above 14 will be examined in standard II.

REDUCTION OF GRANT.

32. The grant is reduced—
a. In the year defined by article 13, by its excess above—
1. The income of the school from fees, rates, and subscriptions;
2. The rate of 15*s*. per scholar, according to the average number in attendance;
3. One-half the expenditure on the annual maintenance of the school.
b. By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction or discipline on the part of the teacher, or (after six months' notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the inspector at a visit of surprise, (article 12,) not less than six months after notice has been given of the requirements of the education-department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.
c. At the rate of £20 per year for every 40 scholars, after the first 20, of the average number in attendance, unless there has been during the year one pupil-teacher fulfilling the conditions of article 70, for every such 40 scholars. A certificated (article 43) assistant teacher, or an assistant fulfilling the conditions of article 79, is equivalent to two pupil-teachers. The forfeiture may be reduced from £20 to £10 if a pupil-teacher fails in examination but produces the prescribed certificates, (article 77.) This reduction of the forfeiture is made only for the same pupil-teacher, and not in successive years for the same school.
d. By 1*s*. per scholar, according to the average number in attendance throughout the year, unless vocal music forms a part of the ordinary course of instruction.
33. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school-staff, (article 39,) the grant is not reduced under article 32.

SCHOOL-DIARY, OR LOG-BOOK.

34. In every school receiving annual grants, the managers must provide out of the school-funds, besides registers of attendance, (article 17,)
a. A diary, or log-book;
b. A portfolio to contain official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.
35. The diary, or log-book, must be stoutly bound, and contain not less than 500 ruled pages.
36. The principal teacher must make, at least once a week, in the log-book, an entry which will specify ordinary progress and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., which may require to be referred to at a future time, or may otherwise deserve to be recorded.
37. No reflections or opinions of a general character are to be entered in the log-book.
38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.
39. The summary of the inspector's report, and any remarks made upon it by the education-department, when communicated to the managers, must be copied *verbatim* in the log-book, with the names and standing of all teachers, to be continued on, or added to, or withdrawn from, the school-staff, according to the decision of the education-department upon the inspector's report. The correspondent of the managers must sign this entry, which settles the school-staff for the year.
40. The inspector will call for the log-book at every visit, and will report whether it appears to have been properly kept. He will specially refer to the entry made pursuant to article 39, and he will require to see entries accounting for any subsequent change in the school-staff. He will also note in the log-book every visit of surprise, making an entry of such particulars as require the attention of the managers.

TEACHERS REFERRED TO IN THE PRECEDING SECTIONS.

41. The recognized classes of teachers are:
a. Certificated teachers.
b. Pupil-teachers.
c. Assistant teachers.
42. Lay persons alone can be recognized as teachers in elementary schools.

CERTIFICATED TEACHERS.

43. Teachers, in order to obtain certificates, must be examined, (article 44,) and must undergo probation by actual service in school, (article 51.)

EXAMINATION.

44. Examinations are held in December of each year at the several training-schools under inspection, (article 100.)
45. A syllabus of the subjects of examination for male and female candidates, respectively, may be had on application to the education-department.
46. The names of teachers desiring to be examined must be notified by the managers of their schools to the education-department before the first day of October preceding the examination.
47. Candidates admissible to be examined for certificates must be—
a. Students who have resided for one year in training-schools under inspection; or,
b. Teachers of elementary schools, (article 4,) to which annual grants are or may be made, who are upward of 21 years of age, and have either—
1. Completed an engagement as pupil-teacher satisfactorily; or
2. Obtained a favorable report from an inspector.
48. Teachers attending the examination may, at their option, take the papers of the first or second year's students, (article 102.)
49. A list is published, showing the successful candidates of each year, whether students or acting teachers, arranged in four divisions.
50. The relative proficiency of the candidates according to examination is recorded upon their certificates.

PROBATION.

51. Candidates for certificates, after successfully passing their examination, must, as teachers continuously engaged in the same schools, obtain two favorable reports from an inspector, with an interval of one year (article 13) between them; and if the first of these reports be not preceded by a service of three months, at the least, since the examination, a third report, at an interval of one year after the second report, is required. If the second (or third) report is favorable, a certificate is issued.
52. Teachers under probation satisfy the conditions which require that schools shall be kept by certificated teachers.

CERTIFICATES.

53. Certificates are of three classes. No certificate is originally issued above the second class. The third (lowest) class includes special certificates for teachers of infants and of small schools.

CERTIFICATES OF THE FIRST AND OF THE SECOND CLASS.

54. Candidates who are placed by examination in any of the first three divisions (article 49) receive certificates of the second class, which can be raised to the first class by good service only.
55. Certificates of the second class remain in force for ten years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

CERTIFICATES OF THE THIRD CLASS.

56. Candidates who are placed by examination in the fourth division (article 49) receive certificates of the third class.
57. Certificates of the third class do not entitle teachers to have the charge of pupil-teachers.
58. Certificates of the third class can be raised only by examination.

59. During the three years ending December, 1873, certificates of the third class may be granted without examination, upon the report of an inspector, to acting teachers who satisfy the following conditions:

1. They must, at the date of the inspector's report—
   a. Be above 35 years of age;
   b. Have been teachers of elementary schools for at least 10 years; and
   c. Present certificates of good character from the managers of their schools.
2. The inspector must report—
   a. That they are efficient teachers;
   b. That not less than 30 children who had been under instruction in their schools during the preceding six months were individually examined, (article 28;) and
   c. That at least 20 of the "passes" of these scholars in reading, writing, or arithmetic were made in the second or some higher standard.

59, (*a.*) In schools attended by infants only, (under 7 years of age,) 30 years will be accepted as the limit of age for the teacher, under article 59, (1, *a*,) and the conditions of article 59, (2, *b* and *c*) are not required to be fulfilled.

60. Pupil-teachers who have completed their engagement with credit may, upon special recommendation by the inspector, and upon consideration of their examination-papers, be provisionally certificated in the third class, for immediate service in charge of schools (article 4) which have an annual average attendance of less than 60 scholars.

61. After their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (article 43) or are *ipse facto* canceled.

62. The provisional certificate is confined to an entry of the pupil-teacher's name in a register kept by the education-department, and does not involve the issue of any certificate to the pupil-teacher.

FUTURE RATING OF EXISTING CERTIFICATES.

63. Existing certificates of the first or second class are rated as of the first class.

64. Existing certificates of the third class, or upper grade of the fourth class, and infant-school certificates of the first class, are rated as of the second class. Such certificates will be open to revision at the end of 10 years from the date of their issue or of their last revision.

65. Existing certificates of the lower grade of the fourth class, and infant-school certificates of the second class, are rated as of the third class.

66. The class of any certificates not yet issued will be fixed by articles 54 and 56.

REPORTS OF THE MANAGERS AND OF THE INSPECTOR.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The inspector reports of each school visited by him whether it is efficient in organization, discipline, and instruction.

69. Certificates may, at any time, be recalled, suspended, or reduced, under articles 67 and 68.

PUPIL-TEACHERS.

70. Pupil-teachers are boys or girls employed to serve in a school on the following conditions, viz:

a. That the school is reported by the inspector to be—
   1. Under a duly-certificated teacher;
   2. Held in suitable premises;
   3. Well furnished and well supplied with books and apparatus;
   4. Properly organized and skillfully instructed;
   5. Under good discipline; and
   6. Likely to be maintained during the period of engagement;

b. That the pupil-teachers be not less than 13 years (completed) of age at the date of their engagement.

c. Be of the same sex as the certificated teacher under whom they serve; but in a mixed school-female pupil-teachers may serve under a master, and may receive instruction from him out of school-hours, on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.

d. Be presented to the inspector for examination at the time and place fixed by his notice, (article 11.)

e. Pass the examinations and produce the certificates specified above.

f. That the managers enter into an agreement in terms specially specified.

g. That not more than four pupil-teachers are engaged in the school for every certificated teacher serving in it.

71. The education-department is not a party to the engagement, and confines itself to ascertaining, on the admission of the pupil-teacher, and at the end of each year of the service—

a. Whether the prescribed examination is passed before the inspector; and

b. Whether the prescribed certificates are produced from the managers and teachers.

72. Whatever other questions arise upon the engagement may be referred to the education-department, (provided that all the parties agree, in writing, to be bound by the decision of the department as final,) but, otherwise, must be settled as in any other hiring or contract.

73. Vacancies in the office of pupil-teacher which occur in the course of any year must not be filled up until after the next examination by the inspector.

74. The candidate or candidates for such vacancies must be engaged in the mean time by the week only as monitors, and the memorandum of agreement will not be issued by the education-department to the managers until the inspector's report has been examined.

75. Temporary monitors, engaged by the week, for the supply of vacant pupil-teacherships, during a current year, satisfy article 32, *c*, provided—

a. That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination for admission (article 77) to permanent engagements; and

b. That the vacancies have been occasioned by causes which are accepted by the education-department as satisfactory.

76. Except in the cases provided for by article 75, each vacancy in a pupil-teachership during a current year works a forfeiture under article 32, *c*.

77. The qualifications and certificates required of candidates for admission, and of pupil-teachers in each year of their service, are regulated by special schedules.

PUPIL-TEACHERS WHO HAVE SUCCESSFULLY COMPLETED THEIR ENGAGEMENT.

78. At the close of their engagement, pupil-teachers are perfectly free in the choice of their employment. If they wish to continue in the work of education, they may become assistants in elementary schools, (article 79,) or may be examined for admission into a training-school, (article 91,) or may be provisionally certificated for immediate service in charge of small schools, (article 60.)

ASSISTANT TEACHERS.

79. Pupil-teachers who have completed their engagement with credit, and candidates for admission into training-schools who have passed with success (article 94) the examination referred to in article 91, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined.

80. Such assistants cease to fulfill the conditions of article 32, *c*, if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers and from the principal teacher of their school the same certificates of conduct, attention to duty, and obedience as are required from pupil-teachers.

81. A vacancy caused by the withdrawal of an assistant in the course of any school-year (article 13) may be supplied by the appointment of temporary monitors, pursuant to articles 74, 75, or of another assistant, qualified according to article 79.

82. Assistants make their own terms with the managers, both as to hours and wages.

a. Assistants are counted as part of the school-staff (article 39) from the date at which their appointments are notified to, and approved by, the education-department.

TRAINING-SCHOOLS.

83. A training-school includes—

a. A college for boarding, lodging, and instructing candidates for the office of teachers in elementary schools; and

b. A practicing-department, in which such candidates may learn the exercise of their position.

84. No grant is made to a training-school unless the education-department is satisfied with the premises, management, and staff.

GRANTS TO TRAINING-SCHOOLS.

85. Annual grants are made to the practicing-departments on the same conditions as to other public elementary schools.

86. Grants are placed to the credit of each college, of £100 for every master and of

£70 for every mistress, who, having been trained in such college during two years, has since December, 1862—

a. Completed the prescribed period of probation (article 51) and become qualified to receive a certificate as a teacher in a public elementary school or in a training-college; and

b. Been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the army, or in the royal navy, or (within Great Britain) in poor-law schools, certified industrial schools, or certified reformatories.

87. Teachers who have been trained for one year only may obtain certificates after probation (article 51) or may be reported by the proper department upon the same terms as others; and grants of half the amounts specified in article 86 may be placed to the credit of the colleges in which they are trained, provided—

a. They completed their training before January 1, 1864; or

b. Are teachers of infants having—

1. Received a complete and special course of training for that service in their colleges, which must have been previously recognized by the education-department as providing such a course; and
2. Undergone their probation in infant-schools.

88. Grants of half the amounts specified in article 86 may also be placed to the credit of their colleges on account of teachers trained during the years 1870, 1871, and 1872, who, having been admitted to a training-college under article 93, *b*, leave, with the consent of the authorities of such college, after one year's residence, to take charge of schools.

89. The annual grant to each college is paid out of the sums placed to its credit (articles 86 to 88) and must not exceed—

a. 75 per cent. of the expenditure of the college for the year, certified in such manner as their lordships may require;

b. £50 for each male and £35 for each female Queen's scholar (article 93) in residence for continuous training throughout the year for which it is being paid.

90. The annual grant to each college is paid as follows:

a. An installment of £12, male, or £8, female, is paid on 1st March, 1st June, and 1st September in respect of every Queen's scholar (article 96) in residence for continuous training throughout the year.

b. The balance is adjusted as soon as the college-accounts for the year have been closed, audited, and approved by the education-department.

ADMISSION INTO TRAINING-SCHOOLS.

91. An examination of candidates for admission into training-schools is annually held at each college in December, during the week following the examination for certificates, (article 100.)

92. The examination extends to the subjects required in the course of a pupil-teacher's engagement.

93. The candidates are selected and admitted to the examination by the authorities of each training-school on their own responsibility, subject to no other conditions on the part of the education-department than that the candidates—

a. Intend *bona fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of article 86, *a* or *b*;

b. Having been pupil-teachers, have successfully completed their engagement; or,

c. Not having been pupil-teachers, will be more than 18 years of age on 1st January next following the date of the examination.

94. The successful candidates are arranged in two classes in order of merit.

95. The authorities of each training-school may propose to the education-department, for admission, any candidate declared to be admissible pursuant to article 94.

96. Such candidates, when admitted, are termed *Queen's scholars.*

97. Before candidates are admitted—

a. The medical officer of the training-school must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity; and

b. They must sign a declaration signifying their intention, conformably to article, 93 *a.*

98. The authorities of each college settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the education-department will refuse to grant teachers' certificates (article 53) to such candidates, or to admit them to probation for certificates, (article 51.)

EXAMINATION OF STUDENTS IN TRAINING-SCHOOLS.

100. An examination of the resident students is held in December at the several colleges. The day fixed for the commencement of this examination is printed on the syllabus (article 45) from year to year.

101. No students may be presented for examination except such as, at the date of their admission, satisfied article 93, and have been resident throughout the whole year. No such students may be left out.

102. The students have a different examination according as they are males or females or are at the end of the first or second year of residence.

103. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (article 51) in schools for infants, receive special mention thereof (*stamps*) on their certificates.

104. Students who pass successfully through two years of training receive special mention thereof (*stamp*) on their certificates.

105. Students who fall into the fourth division at the end of the first year's residence are required to take up the first year's subjects again at the end of their second year.

EVENING-SCHOLARS.

106. The managers of any school to which annual inspection has already been promised (article 11) may apply, in writing, before the 1st February, to the inspector of the district for an examination of their evening-scholars, (article 22.)

107. Only one examination is held per annum of evening-scholars in the same school, and it may be held on any day, between the 1st March and 30th April, that may be arranged with the inspector, provided that the school has met the required number of times (article 22) since the date of the last examination.

108. If the evening-school is connected with a day-school in receipt of annual grants, the grant for the examination of the evening-scholars is paid as part of the next annual grant to the whole school, (article 13.)

109. If the evening-school is not connected with a day-school in receipt of annual grants, the grant is paid as soon as possible after the 30th April, at which date, in such cases, the evening-school year is considered to end.

110. The inspector may make arrangements for the examination, at some convenient center, of the evening-scholars of several schools.

111. A separate examination will not be held for any school unless twenty scholars are to be presented; they can be examined only at a collective examination, (article 110,) or at the same time with the day-scholars.

112. The inspector may either hold the examination himself, or intrust it to an assistant approved by the department.

REVISION OF THE CODE.

113. The education-department, as occasion requires, may cancel or modify articles of the code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the table of both houses within one calendar-month from the meeting of Parliament.

Statistics of elementary schools in England and Wales.

	Year ending 31st August—			
	1868.	1869.	1870.	1871.
Estimated population at the middle of the year	21, 649, 377	21, 869, 607	22, 090, 163	22, 704, 108
Number of schools, *i. e.*, of departments under separate head-teachers, inspected:				
Receiving annual grants	12, 798	13, 644	14, 565	15, 434
Simply inspected	644	760	688	776
Total	13, 442	14, 404	15, 253	16, 210
Accommodation:				
In annual-grant schools	1, 663, 043	1, 765, 944	1, 878, 584	2, 012, 679
In simple-inspection schools	47, 480	58, 362	53, 982	72, 735
Total	1, 710, 523	1, 824, 306	1, 932, 566	2, 085, 414
Number of scholars in schools receiving annual grants:—				
Present at examination:				
Day-scholars	1, 226, 451	1, 328, 863	1, 434, 766	1, 509, 288
Evening-scholars	58, 327	68, 516	77, 918	86, 279
Total	1, 284, 778	1, 397, 379	1, 512, 684	1, 595, 567

Statistics of elementary schools in England and Wales—Contined.

	Year ending 31st August—			
	1868.	1869.	1870.	1871.
Average number attending:				
Day-scholars	978,521	1,062,999	1,152,389	1,231,434
Evening-scholars	55,154	64,210	73,375	83,457
Total	1,033,675	1,127,209	1,225,764	1,314,891
Number of scholars in schools simply inspected:				
Present at examination:				
Day-scholars	35,987	40,644	39,117	48,989
Evening-scholars	94	63	5	178
Total	36,081	40,707	39,122	49,167
Average number attending:				
Day-scholars	16,087	16,681	16,592	24,656
Evening-scholars	158	118	7	.....
Total	16,245	16,799	16,599	24,656
Number of teachers:				
Certificated	11,102	11,752	12,467	13,195
Assistant	1,253	1,233	1,262	1,251
Pupil-teachers	10,677	12,357	14,304	16,941

Statistics of training-schools, England and Wales.

Denomination.	Number of students resident in—								
	1870.			1871.			1872.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of England	628	776	1,404	780	780	1,560	885	781	1,666
British	141	105	246	162	124	286	181	203	384
Wesleyan	76	65	141	76	60	136	125	105	230
Congregational	19	24	43	24	26	50	22	25	47
Home and colonial	.....	140	140	.....	140	140	.....	140	140
Roman Catholic	50	73	123	70	73	143	63	88	151
Total	914	1,183	2,097	1,102	1,203	2,315	1,276	1,342	2,618

II.—SCOTLAND.

(Population, 3,358,613.)

CHILDREN IN RECEIPT OF EDUCATION.

At the census of 1861, a return was procured of the number of children from 5 to 15 years of age *attending school*; but, partly from the working of the act itself, partly, also, from the directions in the householders' schedule, the return procured was found to give comparatively little information from which practical results could be deduced. All this was amended in 1871, the act being drawn up so as to bring out the points which were embodied in the Scottish education-commissioners' report of 1867.

SCOTTISH EDUCATION-COMMISSIONERS' REMARKS REGARDING AGE OF CHILDREN ATTENDING SCHOOL.

The commissioners remark: "Any attempt at school-legislation must fail unless legislators take into account the period of life which can be spared for educational purposes. From these facts it appears that in Scotland education does not begin much

earlier than 6 years. It has already been observed that comparatively few children remain at school after 12 years of age, and the question arises whether school-attendance can be prolonged beyond this period. It may be assumed, therefore, that a large majority of the scholars attend school for some time between the ages of 6 and 12."

INQUIRY LIMITED TO CHILDREN BETWEEN FIVE AND THIRTEEN YEARS OF AGE.

"The census-act of 1871, therefore, very properly directed that when the householder filled up the other particulars required by the act, he should also state whether any, and how many, of such persons, being of the age from 5 to 13 years, were in regular attendance at school, or were in the receipt of education at home under tutors and governesses.' As the instructions as to ages printed in the householders' schedules were to the effect that the age should be entered as at last birthday, every child was entered in the education-column whose age was above 5 years last birthday, up to and including all those who were entered as 12 years of age last birthday. This excluded all those who had completed their thirteenth year. From the circumstances of the ages of children entered in the education-column being different from those required by the list of 1861, no comparison is possible between the education-returns of 1861 and 1871."

NUMBER OF CHILDREN FIVE TO THIRTEEN YEARS OF AGE RECEIVING EDUCATION, AND PROPORTION TO POPULATION.

"When the census was taken in 1871, it was found that in Scotland, out of a total population of 3,360,818 persons, 494,860 children of from 5 to 13 years of age were in receipt of education. This gives what may be considered the high proportion of 14.72 per cent. of the population in the receipt of education even at these early years. We cannot yet tell the total number of persons at all ages who are in the receipt of education; but in 1861 they amounted to 15.4 per cent. of the total population; and from the numbers above ascertained the total proportion of scholars in 1871 will probably be above that of 1861. The above numbers and proportions, therefore, for 1871, though not including any who are in receipt of the higher branches of education, may be favorably compared with the educational statistics of even the best-educated nation in Europe—the German empire. Thus, in the whole German empire, including all their schools, gymnasia, and universities, it was found that 15 per cent. of the population were in the receipt of education, rising to 17 per cent. in Brunswick, Saxony, Oldenburg, and the Saxe duchies, but falling to 12.6 per cent. in Bavaria, and to 12 per cent. in Mecklenburg. Taking it, therefore, for granted that the mere proportion of children in the receipt of education in Scotland is satisfactory, let us look at the proportion in the different counties, and see whether the conclusions to be drawn from them at all correspond with those arrived at in Germany."

PROPORTION OF CHILDREN FIVE TO THIRTEEN YEARS OF AGE RECEIVING EDUCATION IN THE SEVERAL COUNTIES.

"Of all the counties of Scotland, the insular county of Shetland had the lowest proportion of children in the receipt of education, viz, 12.03 per cent. Seven counties, (Lanark, Renfrew, Nairn, Dumbarton, Inverness, Ross and Cromarty, and Bute) had above 13 and under 14 per cent. of their children at the ages of 5 to 13 in the receipt of education. Six counties (Sutherland, Edinburgh, Forfar, Orkney, Selkirk, and Argyle,) had above 14 and under 15 per cent. of children in the receipt of education. Six counties (Wigtoun, Ayr, Perth, Peebles, Stirling, and Kinross) had above 15 and under 16 per cent. of children in the receipt of education. Eleven counties (Roxburgh, Caithness, Berwick, Kincardine, Haddington, Fife, Aberdeen, Dumfries, Kirkcudbright, Clackmannan, and Elgin) had above 16 and under 17 per cent. of children in the receipt of education. Two counties alone (Banff and Linlithgow) had above 17 per cent. of children at the ages specified in the receipt of education.

"Unless we know something positive as to the religious denominations of the people, it would be vain to attempt to draw any positive conclusions from the above statistics. The educational statistics of the German empire and of the nations of Europe have clearly shown that just in proportion to the number of Protestants in the population is a greater proportion of the children in the receipt of education, and that that education is of a much higher class than that supplied to or by Roman Catholics; while in purely Roman Catholic countries, such as Austria and Italy, education is discouraged by the priesthood, is of the most elementary and imperfect description, and often little better than a teaching of the church's dogmas. Though we have not the means of showing it, seeing that the government did not insist on every one returning in the householders' schedule the name of the religious denomination to which he or she belonged, it cannot be doubted that religious sect has much to do even with the proportion of children in the receipt of education in Scotland."

PROPORTION LOWEST WHERE ROMAN CATHOLICS MOST NUMEROUS.

"Of our native population it is believed that the county of Inverness contains the highest proportion of Roman Catholics, and it certainly seems corroborative of the continental educational conclusions to find that it is one of the counties of Scotland which has the smallest proportion of children in the receipt of education.

"But several of our counties contain a very large proportion of Roman Catholic Irish; and they also to a great extent corroborate the continental educational statistics. Thus, Lanark in 1861 had 14.5 per cent., Renfrew 14.7 per cent., and Dumbarton 11.9 per cent. of their populations composed of persons born in Ireland; and these are other three of the counties of Scotland which contain the smallest proportion of children in the receipt of education. We do not yet know the proportion of Irish in these counties for 1871, but it was probably larger than in 1861.

"It is deeply to be regretted that we have not the means of tracing the influence of religious denominations in the various counties of Scotland. The most important question of the present day is the education of the rising generation; but here, when much light might have been thrown on it, by comparing the proportion of children in the receipt of education with that of the various religious denominations in each county, we can do no more than gather whatever information we may obtain from other sources. Some light, however, may be thrown on this subject by taking the proportion of men and of women belonging to the different religious denominations who, when they were married, were able to sign their names in the marriage-register. The following table, prepared for the next report of the registrar-general on the marriages in Scotland, discloses a state of matters well worthy of the serious consideration of all thinking men."

PROPORTION OF DIFFERENT RELIGIOUS DENOMINATIONS ABLE TO SIGN THEIR NAMES IN THE MARRIAGE-REGISTERS.

"By this table it appears that of persons married according to the rites of the Established Church, 7 per cent. of the men and 16½ per cent. of the women, not being able to write their names, were obliged to sign by appending a mark. On the other hand, of the persons married according to the rites of the Roman Catholic Church, so few were able to write their names that 46 per cent. of the men and 16.7 per cent. of the women who married were obliged to sign the register by a mark. Few as the Episcopalians are in Scotland, it is seen that 9.7 per cent. of the men and 20.9 per cent. of the women, not being able to write, were obliged to sign by a mark; while of all the Protestant sects, the United Presbyterians showed the highest amount of elementary education in so far as this test can indicate such a fact, for only 3.8 per cent. of the men and 11.8 per cent. of the women signed by a mark."

The full details will be found in the following table:

Religious denominations.	Total marriages.	Signed by mark.		Proportion in every 100 marriages who signed by mark.	
		Men.	Women.	Men.	Women.
Established Church	9,761	687	1,614	7.04	16.53
Free Church	5,095	341	800	6.69	15.70
United Presbyterians	3,277	126	388	3.84	11.84
Episcopal	450	44	94	9.78	20.93
Roman Catholic	2,043	941	1,261	46.06	61.72
Other denominations	1,393	86	246	6.17	17.65
Denominations not stated	56	7	11	12.50	20.10
Irregular marriages	69	1	7	1.45	10.14

"To ascertain, however, the true proportion of children between certain ages who are in the receipt of education, it is not sufficient to show what proportion they constitute of the total population, but what proportion of the children who are at these ages are actually in the receipt of education."

The abstracts were sufficiently advanced to give the information as contained in the following tables:

Total number of children from 5 to 13 years of age, and the proportion of such in the receipt of education, 1871.

Total population	3,360,018
Total number of children 5 to 13 years of age	629,235
Percentage of children 5 to 13 years of age to total population	18.72
Number of children 5 to 13 years of age in receipt of education	494,860

Percentage of children 5 to 13 years of age in receipt of education to total children at same ages	78.64
Percentage not in receipt of education	21.36
Percentage of children 5 to 13 years of age in receipt of education to total population	14.72

WHETHER THE EDUCATION OF CHILDREN HAS ADVANCED SINCE 1861.

"It is always of importance to ascertain whether we are advancing or retrograding in the matter of education. Unfortunately for strict comparison, the educational statistics of 1861 were taken up at different ages from those of 1871, including two years more of the life of the children, viz, from 5 to 15 years. They thus include the number of children from 13 to 15 years of age who were not included in the educational returns of the census of 1871. Still, though not rigidly comparable, they may be compared in a general way, and show in a very favorable light the educational statistics of 1871."

Educational statistics of Scotland, 1861.

Total population	3,062,294
Total number of children 5 to 15 years of age	685,912
Percentage of children 5 to 15 years of age to total population	22.40
Number of children 5 to 15 years of age in receipt of education	439,388
Percentage of children 5 to 15 years of age in receipt of education to total of children at same ages	64.06
Percentage not in receipt of education	35.94
Percentage of children 5 to 15 years of age in receipt of education to total population	14.34

"When the number in receipt of education is compared with the number of children actually living at the same age, the comparison in favor of 1871 is still more satisfactory. In 1861, of the children between 5 and 15 years of age, only 64.06 per cent. were in the receipt of education, while 35.94 per cent. did not appear to be receiving any instruction. But in 1871, of the children between the ages of 5 and 13 years, 78.64 per cent. were in the receipt of education, while only 21.36 appeared to be receiving no instruction."

Proportion of children from 5 to 13 years of age in the several counties who were in the receipt of education.

Registration-counties.	Percentage receiving education.	Registration-counties.	Percentage receiving education.
Shetland	66.88	Haddington	82.83
Dumbarton	70.83	Sutherland	83.03
Lanark	71.15	Linlithgow	83.54
Renfrew	72.77	Clackmannan	84.01
Nairn	74.47	Kirkcudbright	84.08
Ross and Cromarty	74.56	Caithness	84.55
Ayr	74.98	Edinburgh	84.75
Inverness	75.90	Kinross	84.76
Wigtoun	76.70	Banff	84.79
Stirling	78.72	Aberdeen	84.83
Argyle	79.18	Berwick	84.83
Forfar	79.67	Elgin	84.87
Orkney	80.89	Dumfries	85.07
Bute	81.02	Roxburgh	85.39
Peebles	81.47	Fife	86.38
Kincardine	81.83	Perth	86.54
Selkirk	82.68		

Statistics of training-schools.

Denomination.	Number of students resident in—								
	1870.			1871.			1872.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female	Total.
Established Church	120	110	230	140	136	276	180	166	346
Free Church	88	164	252	132	185	317	145	208	353
Episcopal	.....	21	21	.....	25	25	.....	30	30
Total	208	295	503	272	346	618	325	404	729

Statistics of elementary schools, 1868–'71.

	Years ending 31st August—			
	1868.	1869.	1870.	1871.
Estimated population at the middle of the year	3,188,125	3,205,481	3,222,837	3,358,613
Number of schools, *i. e.*, of departments under separate head-teachers:				
Receiving annual grants	2,026	1,939	2,173	2,238
Simply inspected	104	84	101	65
Total	2,130	2,023	2,274	2,303
Accommodation:				
In annual-grant schools	251,397	245,270	274,128	285,957
In simply-inspection schools	8,690	6,768	8,541	4,489
Total	260,087	252,038	282,669	290,446
Number of scholars in schools receiving annual grants present at examination:				
Day-scholars	197,308	194,352	219,444	215,401
Evening-scholars	2,965	1,599	2,301	2,029
Total	200,273	195,951	221,745	217,430
Average number attending:				
Day-scholars	184,847	182,028	203,522	215,376
Evening-scholars	3,207	2,631	3,292	3,312
Total	188,054	184,659	206,814	218,688
In schools simply inspected, present at examination:				
Day-scholars	6,533	5,465	6,977	3,845
Evening-scholars	.....	.....	.....	.....
Total	6,533	5,465	6,977	3,845
Average number attending:				
Day-scholars	3,806	4,119	4,084	1,845
Evening-scholars	.....	.....	.....	.....
Total	3,806	4,119	4,084	1,845
Number of teachers:				
Certificated	2,285	2,225	2,499	2,567
Assistant	26	12	2	.....
Pupil teachers	2,510	2,659	3,203	3,513

III.—IRELAND.

(Population, 5,402,759.)

PROGRESS OF EDUCATION FROM 1861–'71.

The commissioners of national education in Ireland have just issued their report; and if the national-school system in Ireland can be estimated merely by the number of children on the rolls, according to the method of enumeration officially adopted, then its success may be said to be great.

The commissioners consider, in the first place, the change that has been wrought in the interest felt by the Irish in educational matters between the years 1861 and 1871. In 1861 the population of Ireland, we are told, was found to be 5,799,000, and the children on the national-school rolls 803,364; in 1871 the population had declined, being then only 5,402,759, but the enrolled children had increased as much as 23 per cent.; they were enumerated as 2,021,700. In 1861, 14 per cent., or very nearly one in seven of the population, were on the school-roll; in 1871 the ratio had risen to 19 per cent., or nearly to one in five of the population. The commissioners thus strongly mark the progress made. But the average number of children under daily instruction and the number of children on the rolls are two entirely different things. The average attendance in 1871, we are informed, was 363,850, or little more than one-third of the children enrolled. The commissioners admit, however, that their system of enrollment has a tendency to exaggerate the score somewhat.

EDUCATION IN THE DIFFERENT PROVINCES OF IRELAND.

Taking the four provinces of Ireland, we find that in Munster the average daily attendances are 40 per cent. on the enrollments; in Connaught they only amount to 31 per cent.; the averages in Ulster and Leinster being between the two.

RELIGIOUS PERSUASION OF SCHOLARS AND TEACHERS.

Considerable care is taken by the commissioners to show the religious persuasion of both scholars and teachers. Roman Catholic pupils are more than fourfold those of all the other denominations put together, and even in Ulster, the province in which Protestantism holds the greatest sway in Ireland, the Roman Catholic pupils outnumber all the scholars of other denominations. The question of a national system of elementary education has been so far successfully grappled with, that we find that no less than 3,948 out of 6,914, or considerably more than one-half the schools, are mixed schools, where Protestant and Roman Catholic children mingle. The majority of these so-called "mixed" schools are under Roman Catholic teachers; more than one-fourth of them are under Protestant teachers exclusively. It is a noticeable fact that, using round numbers, 27,000 Protestant children are under Roman Catholic teachers, and 28,000 Roman Catholic children are under Protestant teachers; and that in the schools where the teachers belong to the two denominations the number of children is not very unequally divided, the majority being Protestant. Mixed schools show the largest percentage in Protestant Ulster; the smallest in Munster, in the latter province the proportion not being one-half what it is in the former. In what numbers the Protestant and the Roman Catholic children frequent the different mixed schools is exhibited by the following synopsis: (*a.*) Roman Catholic teachers exclusively, instructing 26,863 Protestant and 364,347 Roman Catholic pupils; (*b.*) Protestant teachers exclusively, instructing 126,785 Protestant and 28,285 Roman Catholic pupils; (*c.*) Protestant and Roman Catholic teachers conjointly, instructing 15,397 Protestant and 12,119 Roman Catholic pupils.

Of the statistical tables in the report we give the following, as being of special interest:

Religious denominations of the scholars in the national schools.

Provinces.	Religious denominations.				Total number of pupils returned for year ended Dec. 31, 1871.
	Established Church.	Roman Catholic.	Presbyterian.	Other persuasions.	
Ulster	61,570	181,299	110,852	6,306	360,027
Munster	5,518	268,597	668	618	275,401
Leinster	7,333	205,035	1,217	542	214,127
Connaught	4,368	167,085	490	202	172,145
Total	78,789	822,016	113,227	7,668	1,021,700
Percentage	7.71	80.46	11.08	0.75	.....

Number of schools in operation and number of children on rolls from 1833 *to* 1871.

Number of report.	Date of report.	Number of schools in operation.	Children on the rolls.	
			Number.	For—
1	Dec. 31, 1833	789	107,042	Half-year ended September 30.
2	March 31, 1835	1,106	145,521	Do.
3	March 31, 1836	1,181	153,707	Do.
4	March 31, 1837	1,300	166,929	Do.
5	March 31, 1838	1,384	169,548	Do.
6	Dec. 31, 1839	1,581	192,971	Do.
7	Dec. 31, 1840	1,978	232,560	Do.
8	Dec. 31, 1841	2,337	281,849	Do.
9	Dec. 31, 1842	2,721	319,792	Do.
10	Dec. 31, 1843	2,912	355,320	Do.
11	Dec. 31, 1844	3,153	395,550	Do.
12	Dec. 31, 1845	3,426	432,844	Do.
13	Dec. 31, 1846	3,637	456,410	Do.
14	Dec. 31, 1847	3,825	402,632	Do.
15	Dec. 31, 1848	4,109	507,469	Do.
16	Dec. 31, 1849	4,321	480,623	Do.
17	Dec. 31, 1850	4,547	511,239	Do.
18	Dec. 31, 1851	4,704	520,401	Do.
19	Dec. 31, 1852	4,875	544,604	Do.
20	Dec. 31, 1853	5,023	550,631	Do.
21	Dec. 31, 1854	5,178	551,110	Do.
22	Dec. 31, 1855	5,124	535,905	Do.
23	Dec. 31, 1856	5,245	560,134	December 31.

Number of schools in operation and number of children, &c.—Continued.

Number of report.	Date of report.	Number of schools in operation.	Children on the rolls.	
			Number.	For—
24	Dec. 31, 1857	5,337	776,473	Year ended December 31.
25	Dec. 31, 1858	5,408	803,610	Do.
26	Dec. 31, 1859	5,496	806,510	Do.
27	Dec. 31, 1860	5,632	804,000	Do.
28	Dec. 31, 1861	5,830	803,364	Do.
29	Dec. 31, 1862	6,010	812,527	Do.
30	Dec. 31, 1863	6,163	940,569	Do.
31	Dec. 31, 1864	4,263	870,401	Do.
32	Dec. 31, 1865	6,372	922,084	Do.
33	Dec. 31, 1866	6,453	910,819	Do.
34	Dec. 31, 1867	6,520	913,198	Do.
35	Dec. 31, 1868	6,586	967,563	Do.
36	Dec. 31, 1869	6,707	991,335	Do.
37	Dec. 31, 1870	6,806	998,999	Do.
38	Dec. 31, 1871	6,914	1,021,700	Do.

Number of teachers in the national schools.

Class.	Principals.			Assistants.			Junior assistants.	Work-mistresses and industrial teachers.
	Males.	Females.	Total.	Males.	Females.	Total.		
1 *a*	122	72	194	5	2	7	.....	.....
1 *b*	125	96	221	3	10	13	.....	.....
1 *c*	270	146	416	18	21	39	.....	.....
2 *a*	678	389	1,067	34	99	133	.....	.....
2 *b*	700	443	1,143	65	154	219	.....	.....
3 *a*	1,506	656	2,161	207	713	920	.....	.....
3 *b*	518	288	806	132	379	511	.....	.....
Probationers	305	163	468	238	476	714	396	.....
Total	4,223	2,253	6,476	702	1,854	2,556	396	440

AGRICULTURAL-SCHOOL FARMS.

The total number of school-farms in connection with the national system of education, on the 31st December, 1871, was 165, of which 22 were school-farms of the first class, under the exclusive management of the national board of school commissioners, and 14 were school-farms of the first class, under local management. Of the remaining number, 115 were ordinary school-farms, and 14 were school-gardens, one of the latter being under the management of the board.

WORK-HOUSE SCHOOLS AND ATTENDANCE.

The number of work-house schools in connection with the board, on the 31st December, 1871, was 148. Of these schools 35 are in Ulster, 49 in Munster, 35 in Leinster, and 29 in Connaught. The total number of pupils appearing on the rolls of these 148 work-house schools for the year ending December, 1871, was 15,798, and the average daily attendance 7,681.

DISTRICT AND MINOR MODEL-SCHOOLS.

The number of district and minor model-schools in operation at the end of the year was 26; this number is exclusive of the model-schools in the metropolitan district. These schools continue to maintain their high character. The total number of pupils on the rolls of these schools for the year ended the 31st of December, 1871, was 19,121, and the average daily attendance 8,595. The number for the year 1870 was 17,700 on the rolls, and the average daily attendance 8,162.

Of the 19,121 pupils on the rolls of the metropolitan and the district and minor model-schools for the year ended December 31, 1871, 6,505 were of the Established Church, 5,932 were Roman Catholics, 5,342 were Presbyterians, and 1,342 belonged to other religious persuasions.

GREECE.

(Constitutional Monarchy—Kingdom. Area, 19,941 square miles. Population, 1,457,894.)

Minister of public instruction, A. PETMESAS.

UNIVERSITY OF ATHENS.

According to the "Revue de l'instruction publique," the University of Athens has grown very rapidly. It was founded in the year 1835, with 35 students, while the number last year was 1,205. There are 16 gymnasia to prepare young men for the university.

ELEMENTARY SCHOOLS.

The number of elementary schools is constantly increasing, but it is safe to say that of the 240,000 children of school-age scarcely one-third attend school. The first school for girls (the *Arakion*) was established in 1835, and later, through the aid of an association, became a normal school for female teachers. Private individuals have done a great deal for education, by erecting school-houses and museums, and by donating collections of books and apparatus. Thus a butcher at Athens, John Barikaz, a native of Epirus, testated 250,000 francs for the Athens University.

CATHOLIC SCHOOLS ON THE IONIAN ISLANDS.

The question concerning the Catholic schools on the Ionian Islands has been solved favorably to the Greek government and the laws of the country. The Roman Catholic bishop of Corfu demanded the same privileges for the Catholic schools which they had enjoyed under the British protectorate. The Greek government could not yield to these demands, and after some struggling the bishop was obliged to submit. Since that time all the schools directed by Jesuits, Sisters of Mercy, or some other religious order, are under the supervision of the government.

DEATH OF MINISTER CHRISTOPULOS.

In April, 1870, Christopulos, minister of foreign affairs, died at Athens. His death was caused by a sad mistake of his nurse, who, instead of his medicine, gave him a strong dose of laudanum. Greece owes much to this man on account of the improvements in church and school which he introduced while minister of public instruction in 1855. He died poor, but highly respected as an honest and talented man, who was highly esteemed even by his political enemies.

RECENT STATISTICS.

From the Greek government, the Greek census of 1870, published at Athens in 1872, has been received at the Bureau of Education. Greece is divided into 13 departments, viz: 1. Attica and Bœotia; 2. Eubœa; 3. Phiotis and Phocis; 4. Acarnania and Ætolia; 5. Achaia and Elis; 6. Arcadia; 7. Laconia; 8. Messenia; 9. Argolis and Corinth; 10. Cyclades; 11. Corfu; 12. Cephalonia; 13. Zante. These departments are subdivided into provinces to the number of 59, and these provinces are again subdivided into communes to the number of 351.

The following are the educational statistics contained in this census:

Statistics of public schools.

Provinces.	Scholars.			Teachers.			Public schools.			Population.
	Boys.	Girls.	Total.	Male.	Female.	Total.	For boys.	For girls.	Total.	
Attica and Bœotia	7,854	2,558	10,412	278	170	448	94	65	159	138,804
Eubœa	3,172	680	3,852	73	17	90	48	10	58	82,541
Phiotis and Phocis	4,452	540	4,992	114	8	122	88	9	97	108,421
Acarnania and Ætolia	3,924	570	4,494	89	8	97	71	9	80	121,693
Achaia and Elis	7,044	746	7,790	161	27	188	111	13	124	149,561
Arcadia	6,420	514	6,934	136	14	150	98	13	111	131,740
Laconia	5,268	383	5,651	105	12	117	84	9	93	105,891
Messenia	4,461	657	5,118	93	19	112	73	16	89	136,417
Argolis and Corinth	5,595	1,104	6,699	120	25	145	88	17	105	127,820
Cyclades	5,947	2,395	8,342	170	59	229	80	42	122	123,299
Corfu	3,835	834	4,669	138	71	208	86	8	94	96,940
Cephalonia	2,695	394	3,089	81	22	103	50	4	54	77,382
Zante	1,218	320	1,538	56	26	82	32	1	33	44,557
Total of the provinces	61,885	11,695	73,580	1,613	460	2,073	981	213	1,194	1,437,026
Army and navy and merchant navy										20,868
Total population of Greece										1,457,894

Statistics of illiteracy.

Provinces.	Able to read and write.			Unable to read and write.			Percentage of illiteracy.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
Attica and Bœotia	24,573	7,490	32,063	47,697	57,044	104,741	66 00	88.39
Eubœa	8,828	1,383	10,211	33,286	39,044	72,330	79.04	96.58
Phiotis and Phocis	13,643	1,819	15,462	41,140	51,823	92,963	75.10	96.61
Acarnania and Ætolia	14,067	1,577	15,644	48,426	57,623	106,049	78.12	97.34
Achaia and Elis	24,901	3,774	28,675	53,277	67,608	120,885	68.15	94.71
Arcadia	15,509	1,688	17,197	50,751	63,792	114,543	76.59	97.42
Laconia	16,365	1,254	17,619	36,703	51,529	88,232	69.16	97.62
Messenia	15,812	1,778	17,590	51,833	60,994	112,827	76.62	97.17
Argolis and Corinth	19,092	5,104	24,286	44,052	59,482	103,534	69.76	91.97
Cyclades	18,835	8,762	27,597	41,949	53,781	95,730	69.04	85.99
Corfu	17,830	5,567	23,397	32,106	41,447	73,553	64.31	88.16
Cephalonia	11,607	2,017	13,624	27,187	36,571	63,758	70.08	94.77
Zante	6,067	2,051	8,118	17,814	18,625	36,439	74.59	90.08
Army	6,021	.....	6,021	6,399	.....	6,399	51.52	.....
Navy	699	.....	699	616	.....	616	46.84	.....
Total	213,849	44,354	258,203	535,336	659,363	1,192,699	*71 76	*93.70

* This is the total percentage of the provinces, exclusive of the army and navy.

ITALY.

(Constitutional Monarchy—Kingdom. Area, 103,675 square miles. Population, 25,944,543.)

Minister of public instruction, SCIALOJA.

REPORT OF THE LATE MINISTER OF PUBLIC INSTRUCTION, C. CORRENTI.

Through the kindness of the Italian legation at Washington, the annual report of the Italian minister of public instruction for 1871–'72 has been received. It is a handsome quarto volume of 597 pages, printed at Rome, the new capital of the kingdom of Italy. It is admirably arranged, and might well serve as a model for reports of this kind. The following statistics are gathered from it:

THE MINISTRY OF PUBLIC INSTRUCTION.

The ministry of public instruction was created by royal decree of November 30, 1847, at that time of course only for the kingdom of Sardinia. Victor Emanuel, on the 17th of March, 1861, declared himself King of Italy, and the first minister of public instruction of the new kingdom was Count Mamiani della Rovere, who, however, resigned on the 22d March, 1861, and was followed by Professor de Sanctis; since that time ten different persons have held this office, the last of these being C. Correnti, who, in July, 1872, was followed by Scialoja. The ministry employs, including the minister, 101 clerks and officials, and has six divisions or bureaus; the first is the financial bureau, through which the payments to all the institutions dependent on the ministry are made; the second has the administration, and gathers the statistics of all the institutions for the fine arts and antiquities, the musical institutions, the libraries, archives, the scientific and literary academies; the third has the superior instruction, universities, schools for engineers, schools for veterinary surgery, and the astronomical observatories; the fourth the institutions for secondary instruction; the fifth the institutions for primary instruction; and the sixth the auditor's office, through which also all communications to and from the royal court of accounts are transmitted. There is no lack of door-keepers in the ministry, their number being 13.

The minister is assisted in the exercise of his functions by the superior council of public instruction, of which he is the president, and whose members are appointed by the King at the suggestion of the minister. They have only advisory powers; but, as they are all men of science, all new measures are discussed in this council, are then put in shape in the bureaus of the university, are from there transmitted to the Parliament, and, if passed and sanctioned by the King, are promulgated by the minister.

An interesting feature of the report is a chronological table of all the official acts concerning public instruction. From May 16, 1871, to May 9, 1872, 84 decrees were promulgated by the minister.

SCHOOL-FINANCES.

The report of the minister contains a detailed account of the annual governmental expenditure for educational purposes, of which the following is the recapitulation:

Objects of expenditure.	Amount.
	* *Lire.*
I. Ordinary expenses:	
Central administration	359, 500
Provincial administration	535, 000
Superior instruction	6, 227, 633
Archives	230, 551
Scientific and literary academics	879, 638
Fine arts	2, 070, 341
Secondary instruction	5, 098, 034
Primary instruction	3, 167, 388
Sundries	142, 624
Total	18, 710, 709
II. Extraordinary expenses	446, 579
Grand total expended by the government	†19, 157, 288

* One lira = 19 cents. † Equal to $3,639,884.74, gold.

PROVINCIAL ADMINISTRATION.

With the exceptions of the institutions for superior instruction, which range directly under the ministry, each province has its own provincial administration, composed of the prefect of the province, the school-superintendent appointed by the minister, and six counselors, two of whom are appointed by the minister, two by the provincial chambers, and two by the municipal council of the capital of the province. Each province is subdivided into districts, each of which has its inspector.

SPECIAL FEATURES.

Festival days commemorative of famous Italians.—By royal decree of March 4, 1865, festival days, commemorative of famous Italians, have been appointed, on which days orations on these men are delivered by a professor of the lyceum. The list is changed every year. Thus, during the last year, festivals were celebrated in memory of Silvio Pellico, Giuseppe Giusti, Torquato Tasso, Marco Polo, Giocomo Leopardi, Galileo Galilei, Alfieri, &c.

Societies for the study of Italian history.—But a few years ago Italy was divided into different kingdoms, duchies, and principalities, which, except the language, had no common interests. After Italy had become a kingdom and all Italian-speaking nations had been united under the scepter of Victor Emanuel, with Rome, the Eternal City, as its capital, it was deemed advisable to form societies for the study of Italian history, in order to strengthen and intensify the national feeling in opposition to the many particularistic tendencies. These societies, nine in number, do not confine themselves to national history, but also make local history the subject of their investigation. They collect documents, publish pamphlets, and by lectures and journals endeavor to spread a knowledge of the Italian history.

STATISTICS.

1.—SUPERIOR INSTRUCTION.

The institutions comprised under this head are: 21 universities; the Royal Institution for Superior Practical Studies, at Florence; the Academy of Sciences and Literature, at Milan; 2 schools of engineering, at Turin and Naples; the Superior Technical School, at Milan; the Superior Normal School, at Pisa; and 3 schools of veterinary surgery, at Milan, Naples, and Turin; 3 astronomical and meteorological observatories, (independent of the observatories connected with universities,) at Milan, Naples, Forli, and Venice—total, 33 institutions, with 8,688 students.

University.	Law.			Medicine and surgery.			Physical, mathematical, and natural sciences.			Philology and literature.			Theology.			Course of study for notary-public.			Pharmacy.			Minor surgery.			Obstetrics.			Veterinary surgery.			Total.		
	Students.	Hearers.	Total.	Students.	Hearers.	Total.	Students.	Hearers.	Total.	Students.	Hearers.	Total.	Students.	Hearers.	Total.	Students.	Hearers.	Total.	Students.	Hearers.	Total.	Students.	Hearers.	Total.	Students.	Hearers.	Total.	Students.	Hearers.	Total.	Students.	Hearers.	Total.
Bologna	101	12	113	132	34	166	115	74	189	4	1	5	....	....	....	3	....	3	21	11	32	....	....	....	8	....	8	60	14	74	444	146	590
Cagliari	40	1	41	25	1	26	10	1	11	....	....	....	....	....	....	3	....	3	2	8	10	1	1	2	....	....	....	....	....	....	81	12	93
Camerino	4	....	4	11	....	11	....	....	....	....	....	....	....	....	....	....	....	....	5	....	5	....	....	....	....	....	....	18	....	18	38	.....	38
Catania	81	....	81	30	1	31	28	1	29	....	....	....	....	....	....	....	....	....	47	9	56	....	....	....	....	....	....	....	....	....	186	11	197
Ferrara	33	2	35	3	....	3	18	....	18	....	....	....	....	....	....	1	....	1	21	1	22	....	....	....	....	....	....	20	1	21	96	4	100
Genoa	147	27	174	80	30	110	23	32	55	....	....	....	....	....	....	6	1	7	42	36	78	....	....	....	12	3	16	....	....	....	311	129	440
Macerata	32	....	32	11	....	11	....	....	.....	....	....	....	....	....	....	1	....	1	20	....	20	9	....	9	10	....	10	28	....	28	111	.....	111
Messina	44	....	44	13	1	14	7	....	7	....	....	....	....	....	....	5	....	5	31	6	37	....	....	....	....	....	....	....	....	....	100	7	107
Modena	101	4	105	85	3	88	22	....	22	....	....	....	....	....	....	....	....	....	62	8	70	6	....	6	1	....	1	56	4	60	333	19	352
Naples*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Padua	370	....	370	275	....	275	202	....	202	43	....	43	....	....	....	....	....	....	151	....	151	....	....	....	31	....	31	....	....	....	1,072	.....	1,072
Palermo	66	7	73	32	6	38	27	9	36	1	....	1	....	....	....	1	....	1	18	58	76	....	....	....	6	....	6	....	....	....	151	80	231
Parma	68	5	73	63	11	74	18	1	19	....	....	....	....	....	....	....	....	....	36	22	58	....	....	....	....	....	....	43	15	58	228	54	282
Pavia	186	13	199	259	62	321	87	26	113	....	....	....	....	....	....	....	....	....	81	41	122	....	....	....	....	....	....	....	....	....	613	142	755
Perugia	19	....	19	19	....	19	5	....	5	....	....	....	....	....	....	3	....	3	8	....	8	....	....	....	....	....	....	24	3	27	78	3	81
Pisa	147	37	184	88	51	139	62	26	88	25	3	28	....	....	....	8	1	9	13	9	22	....	....	....	6	....	6	56	37	93	405	164	569
Rome	232	....	232	363	....	363	151	....	151	4	....	4	....	....	....	4	....	4	32	....	32	....	....	....	10	....	10	13	....	13	809	.....	809
Sassari	37	4	41	28	2	30	....	....	.....	....	....	....	3	....	3	3	8	11	2	....	2	....	....	....	....	....	....	....	....	....	73	14	87
Siena	35	1	36	30	7	37	....	....	.....	....	....	....	....	....	....	3	....	3	19	13	32	....	....	....	....	....	....	....	....	....	87	21	108
Turin	328	20	448	205	178	383	160	130	290	36	20	56	1	....	1	29	3	32	55	109	164	15	....	15	12	....	12	....	....	....	841	560	1,401
Urbino	22	3	25	.....	....	.....	6	....	6	....	....	....	....	....	....	1	....	1	33	....	33	6	....	6	4	....	4	8	1	9	80	4	84
Total	2,093	236	2,329	1,752	387	2,137	941	300	1,241	113	24	137	4	....	4	71	13	84	699	331	1,030	37	1	38	101	3	104	326	75	401	6,137	1,370	7,507

* No report.

Statistics of the Royal Institute for Superior Practical Studies at Florence, 1871–'72.

Sections.	Courses.	Course of one year.	1st year.	2d year.	3d year.	4th year.	5th year.	6th year.	Total.
Section of philosophy and philology.	Normal courses	.....	3	4	5	5	.....	.....	17
	Supplementary courses	.....	5	2	1	3	.....	.....	11
	Special courses	16	.....	.....	.....	.....	.....	.....	16
	Finishing courses	4	.....	.....	.....	.....	.....	.....	4
	Courses for teachers	.....	4	1	.....	.....	.....	.....	5
Section of medicine and surgery.	Medico-surgical course	.....	.....	.....	.....	.....	36	34	70
	Finishing course	4	.....	.....	.....	.....	.....	.....	4
	Course of anatomy	20	.....	.....	.....	.....	.....	.....	20
	Course of pharmacy	.....	.....	16	7	9	.....	.....	32
	Course of obstetrics	.....	18	9	.....	.....	.....	.....	27
Section of physical and natural sciences.	.....	.....	.....	.....	.....	.....	.....	.....	1
Total	.....	44	30	33	13	17	36	34	207

Statistics of the Academy of Sciences and Literature at Milan, 1871–'72.

Courses.	1st year.	2d year.	3d year.	4th year.	Total.
Normal course	3	8	5	5	21
Historical and Philological Institute	3	2	.....	.....	5
Total	6	10	5	5	26

Statistics of the School for Engineers at Turin, 1871–'72.

Years of course.	Civil engineering.	Industrial and mechanical engineering.	Agricultural engineering.	Architecture.	Total.
First year of the course	94	1	1	6	102
Second year of the course	97	1	.....	3	101
Total	191	2	1	9	203

Statistics of the School for Engineers at Naples, 1871–'72.

Years of course.	Students.	Hearers.	Total.
First year of the course	45	.....	45
Second year of the course	50	.....	50
Third year of the course	92	.....	92
Total	187	.....	187

Statistics of the Superior Technical School at Milan, 1871–'72.

Schools or courses.	1st year.	2d year.	3d year.	Total.
Special school for civil engineers	73	42	43	158
Special school for industrial engineers	21	14	12	47
Special school for architects	4	1	2	17
Normal course for teachers of natural history	.....	.....	.....	.....
Supplementary course	.....	.....	.....	2
Hearers for special branches	.....	.....	.....	18
Total	98	57	57	232

Statistics of the Superior Normal School at Pisa, 1871–'72.

Faculties.	Students.	Hearers.	Total.
Faculty of physical and mathematical sciences	11	3	14
Faculty of literature and philosophy	20	3	23
Total	31	6	37

Statistics of Schools of Veterinary Surgery, 1871–'72.

Schools.	1st year.	2d year.	3d year.	4th year.	Hearers.	Total.
School at Milan	25	24	21	15	8	93
School at Naples	13	22	15	19	17	86
School at Turin	20	20	31	26	13	110
Total	58	66	67	70	38	289

2.—SECONDARY SCHOOLS.

Statistics of Royal Secondary Schools, 1871–'72.

Number of institutions.	Character of the institutions.	Scholars.		Total.
		Day-scholars.	Boarders.	
79	Lyceums	3,773	210	3,983
104	Gymnasia	8,268	1,011	9,279
62	Technical schools	6,188	168	6,356
245		18,229	1,389	19,618

Besides the royal schools there are a great number of technical schools, supported by municipalities, societies, and private individuals, many of which are subsidized by government. The following table gives comparative statistics of all the technical schools:

Comparative statistics of all the technical schools.

Provinces.	Population.	Number of schools.			Total number of scholars.	Sums contributed by the government.		Average number of scholars to each school.	One school to how many inhabitants.	One scholar to how many inhabitants.	Average sum contributed by government to each school.		Average sum contributed by government to each scholar.		Number of non-subsidized schools.
		Governmental.	Subsidized.	Total.		Lire.	Centesimi.				Lire.	Centesimi.	Lire.	Centesimi.	
Old provinces	4,123,900	12	34	47	3,464	152,607	63	74	87,742	1,190	3,247	.....	44	05	15
Lombardy	3,104,838	10	19	29	2,497	110,056	06	86	107,063	1,243	3,795	.....	44	07	6
Venetia	2,493,475	10	9	19	1,475	75,084	47	78	131,235	1,690	3,952	.....	50	90	5
Emilia	2,146,567	.....	25	25	1,529	50,240	.....	64	89,440	1,403	2,093	.....	32	85	7
Tuscany	1,826,334	.....	8	8	896	24,900	.....	112	228,291	2,038	3,112	.....	27	79	14
Marches and Umbria	1,396,092	5	17	22	962	50,377	92	44	63,458	1,451	2,281	.....	52	36	19
Naples	6,787,920	.....	44	44	2,551	72,610	.....	59	157,858	2,660	1,695	.....	28	46	8
Sicily	2,391,802	18	6	24	1,431	182,309	.....	59	99,658	1,671	7,596	.....	127	40	2
Total	24,270,938	55	162	217	14,805	718,184	08	576	964,745	13,346	27,771	.....	407	88	76

3.—PRIMARY SCHOOLS.

The most recent statistics are those of 1870–'71, which are given below:
Number of public schools, 32,782, (17,749 for boys and 12,099 for girls.)
Number of private schools, 6,876, (2,966 for boys and 3,007 for girls.)
Total number of schools, 39,658, (20,715 for boys and 15,106 for girls.)
Number of scholars in public schools, 1,458,604, (843,704 boys and 614,900 girls.)
Number of scholars in private schools, 146,404, (64,898 boys and 81,506 girls.)
Total number of scholars, 1,608,008, (908,602 boys and 696,406 girls.)
Number of teachers in public schools, 33,290, (19,003 males and 14,287 females.)
Number of teachers in private schools, 7,684, (3,424 males and 4,260 females.)
Total number of teachers, 40,974, (22,427 males and 18,547 females.)
Total expenditure for primary schools, 19,555,095 lire.
Number of schools still wanting, 6,718.
Number of royal normal schools, 47, (21 for males, 25 for females, and 1 for both sexes.)
Number of private normal schools, 19.
Number of private female schools of a higher grade, 158.
Number of deaf-mute institutes, 20.

LIBRARIES.

Total number of public libraries, including university, lyceum, gymnasium, and former convent libraries, 687. The number of volumes in these libraries is not given, but there are statistics of 29 of the most important libraries, showing the number of regular readers and the character of the books read.

Number of daily readers in 29 libraries, 657,156.

Number of weekly readers, (*i. e.* taking out books by the week,) 100,578. Total number of readers, 757,734.

The books read were distributed as follows: Theology, 36,380 volumes; natural sciences, 95,302; mathematical sciences, 75,115; medical sciences, 92,229; law, 118,975; statistics, 43,363; history and biography, 125,507; philosophy and social science, 54,036; geography and travels, 46,465; technology, 18,599; fine arts, 49,037; literature and philology, 181,981; education, 16,229; romances and novels, 50,440; pamphlets, periodicals, and sundries, 113,468.

Total number of works read in 1871, 1,098,104, [1,057,230.]

ACADEMIES AND SCHOOLS OF THE FINE ARTS AND OF MUSIC.

Academies of the fine arts, 21.
Schools of drawing and the fine arts, 18.
Academies or conservatories of music, 7.
Schools of music, 44.

MUSEUMS.

The total number of museums (containing paintings, sculpture, and antiquities) in the whole kingdom of Italy is 150, many of which are world-renowned, such as the museums in Rome, Florence, Naples, Venice, and many other cities. There are forty-four societies for the preservation of works of art and antiquities and for the encouragement of the fine arts.

ACADEMIES OF SCIENCE, LITERATURE, ETC.

These are societies for the furtherance of scientific, literary, &c., investigations, which hold sessions at regular stated times and publish reports or journals of their proceedings. There are eighty-eight such academies devoted to literature, the fine arts, agriculture, horticulture, medicine, philosophy, philology, music, geography, history, political economy, and natural sciences. Among the members there are many distinguished foreign scientists and artists.

ARCHIVES.

There is a general superintendent of archives, of which there are nine, containing the most invaluable documents regarding Italian history.

COURSES OF STUDY.

1. *In the secondary schools.*—The gymnasia have 5 classes, and the course of instruction embraces Greek, Latin, Italian, history, geography, arithmetic and geometry, and gymnastics.

The lyceums have three classes, and the course of instruction embraces Greek, Latin,

and Italian literature, history and geography, philosophy, mathematics, natural philosophy, chemistry and natural history, and gymnastics.

The technical schools correspond in some degree to the German real-schools, and prepare pupils for an industrial, commercial, or mechanical career. There are two kinds, higher and lower; most of them have three classes, and the course of instruction embraces penmanship, French, Italian, history, geography, arithmetic, book-keeping, drawing, elements of mathematics, mechanics, and natural sciences.

2. *In the normal schools.*—The normal schools have three classes, and the course of instruction embraces religion, morals, pedagogics, Italian, grammar and composition, history and geography of Italy, arithmetic and elements of geometry, elements of physical and natural sciences, hygiene, penmanship, linear drawing, vocal music, gymnastics, and military exercises.

CLOSING OF CONVENTS.

In order to give room to the government departments, at their transfer from Florence to Rome, the King of Italy ordered the closing of a number of convents in the new capital. An interest of 5 per cent. will be paid to the church on the real estate, and the monks and nuns will be transferred to other convents.

RE-OPENING OF THE ROMAN UNIVERSITY.

November 17, 1870, the Roman University was solemnly re-opened in the presence of a highly-educated and appreciative public. The marvelous changes that have taken place in Italy during the last few years gave extraordinary significance to this solemnity, which was very effectively dwelt on by Professor Moriggia, in his inaugural speech. In place of the dark mediæval spirit which till quite recently pervaded this university, and hindered every progressive movement, free science is to be cultivated and a new field opened to the Roman youth.

LYCEUM AND GYMNASIUM AT ROME.

Immediately after taking possession of the Papal States, the Italian government established a lyceum, a gymnasium, and an industrial school in the city of Rome. These institutions had scarcely been opened when 656 persons applied for admission, who had previous to this studied at the so-called "technical schools," which, however, were in a very miserable condition.

SEPARATION OF CHURCH AND STATE.

Already in April, 1870, news came from Florence that the minister of justice announced to the senate that the government intended to lay before the chambers a new law, looking toward a complete separation between church and state. The speech from the throne at the opening of the Italian Parliament in November of the same year alluded to this separation, and laid special stress on the fact that the new legislation would regulate the relations of religious bodies to the state, but would leave those religious institutions untouched which belonged to the government of the whole church. All this will not remain without influence on Italian education, and there will be no law forbidding the establishment of Protestant schools.

FIRST PROTESTANT CHURCH IN ROME.

On the 12th January last the first Protestant church was opened in Rome. Over its entrance is written: "The Free Church in the Free State."

ABOLISHING RELIGIOUS INSTRUCTION IN ALESSANDRIA.

In consequence of a petition signed by three hundred citizens, the municipal council of Alessandria resolved to urge the government to abolish religious instruction entirely in the elementary schools, and instead of it to introduce instruction in morals and the rights and duties of citizens.

PREVAILING IGNORANCE.

The commissioners intrusted with a revision of the Italian system of education, in their tour of examinations through the country, found in most places a mere mechanical method of instruction, and in consequence the most glaring ignorance. Counselor Brioschi found young people of from 15 to 18 years of age who did not know what the word "geography" meant, although they assured him that they had studied geog-

raphy for two years. Some called in their answers Sardinia and Sicily cities, and Milan the capital of Sicily. In history none of the scholars could answer properly. Some called Brutus a tyrant; others, Dante a French poet; others, again, Petrarca a lady. One scholar called Columbus an apostle; another thought him the Holy Ghost, evidently confounding it with "columbajo," the dove.

STATISTICS OF ILLITERACY.

More than one-half of the Italian soldiers are illiterate. Of 81,181 born in 1848, only 2,736, *i. e.*, 3.4 per cent., could read and write; 3,466, *i. e.*, about 4 per cent., could only read, and 50,355, *i. e.*, 62 per cent., could neither read nor write. This, however, is an improvement on the preceding year.

THE KINDERGARTEN IN ITALY.

After encountering innumerable difficulties, a kindergarten on Froebel's plan has been started in Venice. As early as 1860, Professor Adolf Pick, in connection with the enthusiastic friends of education, Matteucci, Cattaneo, and the two De Castros, father and son, labored for the establishment of such an institution. The "Associazione Nazionale Pedagogica" worked in the same direction, and even the ministry of public instruction took an interest in the matter, but without any apparent result. When Professor Pick, in one of the weekly meetings of the Atheneum of Venice, had delivered a very excellent lecture on the kindergarten, the interest in this matter began to revive; a committee of experienced educators was appointed to discuss the matter and draw up a report. Although, in spite of the favorable report made by these men, nothing was done, Professor Pick neither lost courage nor patience, but endeavored to influence the Italian public by a journal, *L'Educazione Moderna*, and requested the Baroness Marenholz-Bülow, in Berlin, to send him a lady trained in her kindergarten normal school. The lady chosen was Miss Elisabeth Salomon, and in the year 1870 Professor Pick established the first kindergarten in Venice, with Miss Salomon as teacher, assisted by an Italian lady, Miss Adele Levi della Vida. The result of this first attempt surpassed all expectations, and in the following year (1871) it was resolved to establish a second kindergarten in Venice, this time in connection with a kindergarten normal school. Professor Pick now commenced to lecture on his favorite subject in Milan, Turin, Treviso, and Florence, and soon kindergartens were established in these cities. This whole movement was strongly encouraged by the late minister of public instruction, Correnti.

INFANT-ASYLUM IN ROME.

Some noble Roman ladies formed a committee, with the plan of holding a fair for the benefit of the new Roman infant-asylum. This plan was entirely successful. Soon more than fifty thousand objects, some of them very valuable, were sent to the committee, and the fair was held in the Corea Amphitheater, and opened by the Princess Margarita, accompanied by the Marchese Calabrini and the Duke of Fiana.

FESTIVAL OF THE PLEBISCITE.

The anniversary of the Roman plebiscite was celebrated on the 2d of October, 1871, by a grand school-festival at the capital, where prizes were distributed to the best pupils of the public schools, in the presence of an immense assembly, comprising the *élite* of Roman society. Such a thing would have been impossible two years ago. *Tempora mutantur.*

NETHERLANDS.

(Constitutional Monarchy—Kingdom. Area, 10,905 square miles. Population, 3,688,337.)

Minister of public instruction, THE MINISTER OF THE INTERIOR.

SECULAR SCHOOLS.

The present system of public instruction dates from the year 1857. According to this, all the elementary schools are either under the direct administration or the supervision of the state, and are entirely secular, so that in one and the same school one finds children of Jews, Roman Catholics, and Protestants. The people seem to be well satisfied with this arrangement, as but few complaints have been raised either by Protestants or Catholics, and the ministry sees to it that the school-laws are faithfully executed.

EDUCATIONAL SOCIETY.

As attendance at school is not made obligatory, many children attended school but irregularly. To remedy this, a number of prominent men founded an educational society (*school verband*) whose expressed aim it is to use all moral means possible to induce parents to send their children to school. This society rapidly increased in numbers, founded branch-societies all over the country, and its beneficial effect is felt in many localities. Its last meeting was held in June, and from the published report it appears that during the last year the number of members has increased from 8,500 to 9,400, and that an immense amount of work has been done, especially in the way of gathering and publishing educational statistics, and combating the negligence in attending school. The assembly passed the following resolutions:

"1. This assembly expresses the wish that the society, by its central and by its branch-societies, should aim at having a law passed prohibiting children from being employed in factories below the age of 12, and, if possible, not to be employed below the age of 14.

"2. The central society will draw up schedules for educational statistics, which must be adopted by all the branch-societies."

In an evening-session the assembly discussed the importance of school-libraries, and finally entered upon the discussion of the question, "Is our elementary instruction perhaps not practical enough, and may not this be the cause of irregular attendance?" Many interesting remarks were made, but owing to lack of time no positive result was arrived at.

INDUSTRIAL SCHOOLS FOR THE INDIGENT.

Such schools have, during the last year or two, been founded in some of the larger cities, particularly in Amsterdam, Rotterdam, Groningen, &c. In the Amsterdam school there are at present 104 scholars, (all boys;) these receive an education which will enable them to earn a living immediately on leaving the school. The hours of instruction are from 8 a. m. till 8 p. m., with an intermission of two hours at noon. Fourteen hours a week are set apart for instruction in arithmetic, writing, mathematics, geography, chemistry, and natural philosophy; 16 hours for instruction in cabinet-making, blacksmith's work, turning, telegraphy, &c.; 18 hours for drawing, designing, and modeling. The whole course occupies three years. The annual expense for each scholar is 18 gilders, (about $7,) which sum is partly paid by the parents, and partly raised by subscriptions.

The King takes a great interest in this school, and visits it every time he comes to Amsterdam. One large room is entirely occupied by a very fine collection of tools, models, and different apparatus, a gift of the King.

There is likewise at Amsterdam an industrial school for poor girls, where for 20 gilders a year (about $8) girls are instructed in drawing, music, sewing, knitting, embroidering, nursing of the sick, and the elements of medicine and pharmacy.

JEWISH ORPHAN ASYLUM.

In July last the great Central Jewish Orphan Asylum of the Netherlands was solemnly opened at Utrecht. Its object is to receive and educate all Jewish orphans, both from the Netherlands and from the colonies.

SCHOOL REPORT FOR 1869–'70.

Through the kindness of the representative of the Netherlands at Washington, the last report (for 1869–'70) on education in the Netherlands has been received. All the schools are grouped in three classes, viz:

1. *Superior instruction,* (*Hooger Ondervijs,*) embracing the universities, atheneums, Latin schools, and gymnasia.

2. *Secondary instruction,* (*Middelbaar Ondervijs,*) embracing the burgher-schools, the higher burgher-schools, agricultural schools, polytechnic schools, navigation-schools, institutions for deaf-mutes and blind, schools for nurses, and schools of veterinary surgery.

3. *Primary instruction,* (*Lager Ondervijs,*) embracing the elementary schools of various grades, and the normal schools, evening-schools, &c.

A separate group is formed by the schools and academies for the army and navy, another by the prison-schools, and still another by the infant-schools.

1.—*Superior instruction.*

There are three universities, Utrecht, Leyden, and Groningen; two atheneums, Amsterdam and Deventer; and fifty-five gymnasia and Latin schools, (the same kind of institution, the difference being only in the name.) These last mentioned are, accord-

ing to provinces, distributed in the following manner: North Brabant, (population, 440,302,) 11; Gelderland, (population, 439,715,) 13; South Holland, (population, 711,437,) 9; North Holland, (population, 602,018,) 3; Zealand, (population, 181,471,) 2; Utrecht, (population, 176,868,) 2; Friesland, (population, 304,702,) 4; Overyssel, (population, 260,680,) 6; Groningen, (population, 234,303,) 3; Drenthe, (population, 108,056,) 1; Limburg, (population, 228,785,) 1.

Universities.

Faculties.	Number of students.			
	Leyden.	Utrecht.	Groningen.	Total.
Theology	75	191	34	300
Law	359	148	51	558
Medicine	123	72	37	232
Mathematics and natural sciences	84	57	16	157
Literature	89	20	8	117
Total	730	488	146	1,364

Atheneums.—The atheneums have the same course of instruction as the universities, the only difference being that they are not government, but municipal institutions, though under government supervision. The Amsterdam Atheneum numbers 228 students, viz: theology, 40; law, 37; medicine, 105; literature, 14; philosophy, 9. The Deventer Atheneum is small, having but 3 students and a preparatory class of 30 scholars.

Gymnasia and Latin schools.—These schools give a classical and mathematical education to prepare scholars for the universities and professional schools. The number of these institutions is 55, with a total of 213 teachers and 1,079 scholars.

Expenses for superior instruction.

	*Guilders.
Government expenditures for three universities	507,954
Government expenditure for the Museum of Natural History at Leyden	20,276
Government expenditure for the Museum of Ethnology at Leyden	6,745
Government expenditure for the Botanical Museum at Leyden	2,309
Subsidy to Amsterdam Atheneum	3,000
Stipends for talented students at the universities	2,900
Subsidy to the practical course of medicine at Amsterdam	3,000
Subsidy to the Latin schools and gymnasia	40,722
Total government expenditure for superior instruction	586,906
Expended by the provincial government of North Holland for the Amsterdam Atheneum	10,000
Expended by the municipal government of Amsterdam for the atheneum	130,853
Expended by the municipal government of Deventer for the atheneum	3,775
Total expenditure for superior instruction	731,534

Or $292,613.60, gold.

The total income of the Latin schools and the gymnasia, from subsidies, school-fees, and other sources, was 101,640 guilders.

2.—*Secondary instruction.*

Burgher-schools.—Of these there are 44, among which there are 5 day-schools, 26 evening-schools, 2 business-colleges, 4 drawing-schools, 2 industrial schools, and 6 preparatory schools, with a total of 305 teachers and 3,283 scholars.

Higher burgher-schools.—Of these there are 41, viz, 15 government schools; 25 municipal schools; and 1 private school, with a total of 484 teachers and 3,201 scholars.

The course of instruction in these two classes of institutions is very similar, only that the course in the higher burgher-schools is fuller than that of the burgher-schools. The higher burgher-schools have three classes, and the following is the plan of instruction:

* The guilder is equal to about 40 cents.

Plan of instruction in the higher burgher-schools.

Studies.	Hours per week.			
	1st class.	2d class.	3d class.	Total.
Natural philosophy	2	2	1	5
Chemistry	....	2	2	4
Natural history	2	2	1	5
Mathematics	3	2	1	6
Dutch	3	2	3	8
French	3	2	2	7
English	3	2	2	7
German	3	3	3	9
Italian	....	2	2	4
Political economy and statistics	....	2	2	4
Book-keeping	....	1	2	3
Commercial law	....	1	1	2
Knowledge of goods	....	....	2	2
Commercial arithmetic and weights and measures	4	3	3	10
General history and history of commerce	2	2	2	6
General and commercial geography	3	2	3	8
Constitution and laws of the Netherlands	....	1	1	2
History, geography, &c., of India	....	....	1	1
Penmanship	2	1	1	4
Free hand drawing	2	2	....	4
Total	32	34	35	101

Agricultural schools.—The Netherlands, being chiefly a commercial country, possess but one agricultural school at Groningen. There are 7 professors and 15 students during the winter-term, and 4 during the summer-term. The course of instructions embraces agriculture, mathematics, natural philosophy, chemistry, natural history, and political economy. The Horticultural Society supports a school of horticulture at Watergraafsmeer, numbering 28 students. During the years 1868 and 1869, Mr. De Beucker delivered 141 lectures on horticulture and fruit-culture in 34 cities and towns.

The Polytechnic School.—The number of students during the year 1869–'70 was 168, and the number of professors 21. The course of instruction is the following:

Course of instruction in the Polytechnic School.

Studies.	Hours per week.	
	Theoretical exercises.	Practical exercises.
Descriptive geometry	3	4
Analytical geometry	4	....
Trigonometry	2	....
Analysis	9	....
Differential calculus	1	....
Theoretical and practical mechanics	13	....
Natural philosophy	6	....
Chemistry	9	17
Mineralogy	4	....
Geography	2	....
Machine-drawing	6	8
Knowledge of machinery	2	....
Mechanical technology	6	....
Chemical technology	3	....
Civil architecture	7	27
Hydraulic architecture	9	20
Naval architecture and drawing	5	5
Surveying and geodesy	5	....
Drawing of plans	2	....
Weights and measures	6	6
Political economy	2	....
Commercial law	1	....
Administrative law	2	....
Freehand drawing	12	....
Embossing, (not specified)	....	....
Practical exercises in the workshops, (not specified)	....	....

Schools of navigation.

Number.	Location.	Teachers.	Scholars.	Entered the navy.	Entered the merchant-service.	Passed examination as steersman.
1	Rotterdam	3	45	.....	.....	.....
2	Leyden	.....	88	76	5	.....
3	Amsterdam	.....	48	.....	.....	10
4	Amsterdam	.....	15	.....	.....	.....
5	Helder	.....	13	.....	.....	5
6	Vlieland	.....	35	.....	.....	.....
7	Harlingen	.....	59	.....	.....	11
8	Schiermonnikoog	.....	76	.....	.....	.....
9	Navigation course at the Academy Minerva at Groningen	.....	24	.....	.....	7
10	Delfzijl	.....	11	.....	.....	2
11	Veendam	.....	34	.....	.....	13
	Total	.....	448	.....	.....	48

These schools have all a more or less theoretical and practical course, every scholar making one or two voyages, which form an essential part of his studies, some of these voyages being only coast-voyages, and others voyages across the Atlantic.

Institutions for the deaf-mutes and blind.—Institution for Deaf-Mutes at Groningen, 165 inmates—88 males, 77 females; Deaf-Mute College at Rotterdam, 95 students—52 males, 43 females; Asylum for Deaf-Mutes at St. Michiels-Gestel, 120 inmates—66 males, 54 females; Institution for the Blind at Amsterdam, 49 inmates—33 males, 16 females; Asylum and College for the Blind at Amsterdam, 43 inmates—17 males, 26 females; Mr. Kingma's school for deaf-mutes and neglected children at Amsterdam, 45 inmates.

Institutions for the preparation of civil officers for Dutch India.—1. *Government institution at Leyden:* The course of instruction embraces Javan language; Malay language; Mohammedan law; laws and institutions of Dutch India; geography, history, ethnology, and statistics of Dutch India; the religions of Dutch India. The number of students during the last year was 30. 2. *Municipal institution at Delft*: Course of studies the same as at the Leyden school. Number of students, 48.

Miscellaneous secondary schools.—The number of these schools supported entirely by the municipal authorities of the towns or cities where they are located is 40, viz: 21 drawing-schools, 15 industrial schools, 1 school for the study of mathematics, 1 school for the study of natural sciences, 2 schools of gymnastics, and 1 singing-school.

School for nurses.—This school is a government institution, with 21 students. It is both theoretical and practical, about 150 pregnant women of the poorer classes having been delivered in this institution during the year.

School of veterinary surgery.—This school has a three-years' course, and was attended by 23 students, 9 in the first, 6 in the second, and 8 in the third class. Connected with the school is a hospital for animals, in which 880 animals were treated during the year, viz: 167 horses, 98 oxen and cows, 32 sheep and goats, 30 hogs, 385 dogs, 25 cats, and 43 birds. Of these, 559 were cured, 50 died, and 271 were convalescent.

Income and expenditure of scondary instruction.

A.—EXPENDITURE.

	Guilders.
1. By the government:	
Institution for the preparation of civil officers for Dutch India	23, 499
Inspectors of secondary instruction	11, 191
Polytechnic School	93, 635
Government higher burgher-schools	511, 532
Subsidies to municipal higher burgher and miscellaneous schools	160, 116
Traveling and other expenses of the examination-committee	22, 273
Government subsidies to various institutions	19, 426
Total government expenditure	841, 672
2. By the municipal authorities:	
Higher burgher-schools, burgher-schools, &c	629, 080
Municipal institution for the preparation of civil officers for Dutch India	11, 010
Various municipal secondary institutions	35, 780
Total municipal expenditure	675, 870
Grand total of expenses for secondary instruction	1, 517, 542
Or, gold	$607, 016 80

B.—INCOME.

	Guilders.
From school-fees	179, 757
From other sources	156, 424
Total income of government and municipal schools	336, 181
Or, gold	$134, 472 40

3.—*Primary instruction.*

1.—NUMBER OF SCHOOLS.

Provinces.	Population.	Public schools.			Private subsidized schools.			Private non-subsidized schools.			Total.		
		Elementary schools.	Elementary schools of a higher grade.	Total.	Elementary schools.	Elementary schools of a higher grade.	Total.	Elementary schools.	Elementary schools of a higher grade.	Total.	Elementary schools.	Elementary schools of a higher grade.	Total.
North Brabant	440, 302	235	67	302	2	8	10	41	97	138	278	172	450
Gelderland	439, 715	268	51	319	22	33	55	39	77	116	329	161	49
South Holland	711, 437	270	55	325	1	13	14	85	115	200	356	183	53
North Holland	602, 018	238	76	314	4	10	14	55	161	216	297	247	544
Zealand	181, 471	104	42	146	3	1	4	12	18	30	119	61	180
Utrecht	176, 868	74	7	81	....	15	15	28	49	77	102	71	173
Friesland	304, 702	325	29	354	....	9	9	31	14	45	356	52	408
Overyssel	260, 680	192	74	206	9	20	29	25	20	45	226	54	280
Groningen	234, 303	206	18	224	5	9	14	21	8	29	232	35	267
Drenthe	108, 056	148	2	150	....	4	4	7	.....	7	155	6	161
Limburg	228, 785	119	56	175	....	6	6	17	34	51	136	96	232
Total	3, 688, 337	2, 179	417	2, 596	46	128	174	361	593	954	2, 586	1, 138	3, 724

2.—NUMBER OF TEACHERS.

Provinces.	In the public schools.			In the private subsidized schools.			In the private non-subsidized schools.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
North Brabant	591	14	605	18	6	14	151	352	503	760	372	1, 132
Gelderland	708	26	734	63	25	88	184	133	317	955	184	1, 139
South Holland	1, 216	160	1, 376	16	14	30	634	282	916	1, 866	456	2, 322
North Holland	990	102	1, 092	25	15	40	579	335	914	1, 594	452	2, 046
Zealand	333	34	367	3	.....	3	51	20	71	389	54	443
Utrecht	229	15	244	24	16	40	164	99	263	417	130	547
Friesland	709	50	759	15	2	17	98	3	100	821	55	867
Overyssel	503	7	510	32	23	55	82	33	115	617	63	680
Groningen	506	24	530	17	12	29	81	14	95	604	50	654
Drenthe	265	4	269	5	5	10	13	.....	13	283	9	292
Limburg	378	21	399	.....	22	22	53	130	183	421	173	594
Total	6, 428	457	6, 885	218	140	358	2, 088	1, 401	3, 489	8, 735	1, 998	10, 733

3.—NUMBER OF SCHOLARS ON THE 15TH OCTOBER, 1869.

Provinces.	In the public schools.			In the private subsidized schools.			In the private non-subsidized schools.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
North Brabant	17, 829	9, 466	17, 295	349	179	528	3, 825	11, 081	14, 906	22, 003	20, 726	42, 729
Gelderland	20, 484	16, 750	37, 324	1, 119	674	1, 793	3, 862	5, 268	9, 130	25, 465	22, 692	48, 157
South Holland	28, 798	26, 490	56, 288	364	184	448	11, 314	11, 909	23, 223	41, 376	38, 583	79, 959
North Holland	26, 277	22, 045	48, 322	321	340	661	9, 695	9, 878	19, 573	36, 293	32, 263	68, 556
Zealand	8, 339	7, 497	15, 836	96	92	188	1, 172	1, 219	2, 391	9, 607	8, 808	18, 415
Utrecht	6, 542	5, 761	12, 283	274	197	471	3, 595	3, 722	7, 317	10, 411	9, 660	20, 071
Friesland	18, 296	16, 224	34, 520	155	42	197	2, 296	1, 912	4, 208	20, 747	18, 178	38, 925
Overyssel	13, 678	11, 934	25, 612	163	355	518	1, 864	2, 122	3, 986	15, 705	14, 411	30, 116
Groningen	14, 316	13, 053	27, 369	271	378	649	1, 834	1, 682	3, 516	16, 421	15, 113	31, 534
Drenthe	6, 200	5, 711	11, 911	64	75	139	398	345	743	6, 662	6, 131	12, 793
Limburg	9, 708	6, 351	16, 059	3	772	775	1, 366	3, 528	4, 894	16, 077	10, 651	21, 728
Total	171, 467	141, 262	312, 729	3, 079	3, 288	6, 367	41, 221	52, 666	93, 887	215, 767	197, 216	412, 983

Evening-schools.—In all the provinces of the Netherlands there are a great number of evening-schools, kept mostly by the teachers of the public day-schools, partly for the benefit of pupils of the day-schools who wish to have more opportunities of studying, partly for the benefit of young persons employed in stores and factories. On the 15th October, 1869, the evening-schools were attended by 36,944 scholars of the day-schools, viz, 25,637 boys and 11 307 girls, and by 8,735 young persons, viz, 5,189 boysand 3,546 girls.

Provinces.	Total population on the 31st December, 1868.*			Number of children.				Children attending the day-schools in January, 1869.				Of every 100 boys (girls) the following number did not attend.			
	Male.	Female.	Total.	6, 7, and 8 years old.		9, 10, and 11 years old.		6, 7, and 8 years old.		9, 10, and 11 years old.		6, 7, and 8 years old.		9, 10, and 11 years old.	
				Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
North Brabant	218, 201	216, 732	434, 933	12, 999	12, 725	12, 864	12, 136	2, 666	3, 280	2, 670	3, 135	21	26	21	26
Gelderland	222, 100	214, 808	436, 908	14, 425	13, 782	14, 048	13, 195	2, 616	3, 103	2, 315	2, 913	18	23	16	22
South Holland	334, 701	387, 452	692, 153	22, 732	22, 832	21, 214	20, 754	4, 776	6, 039	4, 165	4, 914	21	27	20	24
North Holland	284, 140	301, 786	585, 926	20, 128	19, 424	18, 803	18, 298	6, 037	6, 691	4, 811	5, 808	30	35	26	32
Zealand	88, 774	90, 524	179, 298	5, 970	5, 871	5, 777	5, 722	1, 026	1, 353	1, 065	1, 808	17	23	18	32
Utrecht	87, 262	89, 540	176, 802	5, 605	5, 309	5, 332	5, 248	1, 038	1, 164	1, 033	1, 428	19	22	19	27
Friesland	148, 693	150, 029	298, 722	10, 454	9, 992	9, 960	9, 595	1, 811	1, 785	2, 250	3, 244	17	18	23	34
Overyssel	132, 254	126, 004	258, 258	8, 796	8, 038	8, 300	7, 884	1, 630	1, 312	1, 737	2, 201	19	16	21	28
Groningen	114, 592	116, 489	231, 081	8, 174	7, 858	7. 794	7, 260	1, 716	1, 630	1, 642	1, 597	21	21	21	22
Drenthe	55, 847	51, 750	107, 597	3, 598	3, 445	3, 537	3, 331	423	493	539	747	12	14	15	22
Limburg	114, 841	111, 939	226, 790	7, 249	7, 000	7, 184	6, 759	1, 712	1, 893	888	1, 373	24	27	12	20
Total in 1869	1, 801, 415	1, 827, 053	3, 628, 468	120, 130	116, 296	114, 813	110, 182	25, 451	28, 743	23, 115	29, 168	21	24	20	26
Total in 1867	1, 782, 211	1, 810, 204	3, 592, 415	118, 844	115, 211	113, 585	109, 172	27, 692	31, 686	24, 107	30, 319	23	27	21	28
Increase	19, 204	16, 849	36, 053	1, 286	1, 085	1, 228	1, 010	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	.....	.....	.....	.....	.....	.....	.....	2, 241	2, 943	992	1, 151	.....	.....	.....	.....

* The population given here is from the Dutch report, while the dates given before are from the Almanach de Gotha for 1872, both claiming to be official publications.

Number of children that were instructed cost free.—As a general rule a regular school-fee is paid in all the private and public day-schools, but in the case of poor parents an exception is made. Thus, on the 18th October, (the day when the census was taken,) in all the day-schools, (public and private,) 206,724, or about one-half of all the children attending these schools, were instructed cost free. Of this number 107,699 were boys and 99,025 girls.

Schools for adults.—The number of schools for adults is 210, (71 public, 24 private subsidized schools, and 115 non-subsidized schools.) The number of teachers in these schools is 484, viz, 392 males and 92 females. The number of scholars is 11,446, viz, 6,329 males and 5,117 females.

Normal schools.—There are both government and private normal schools and normal classes. The number of government normal schools is 3, viz, Hertogenbosch, Haarlem, and Groningen, with a total number of students, 114. The course of instruction takes up four years, and is somewhat differently arranged in the different schools.

The following is the course of instruction of the school at Hertogenbosch:

Studies.	Hours per week.			
	1st year.	2d year.	3d year	4th year.
Penmanship	2	2	2	2
Arithmetic	5	5	3	4
Grammar	1	1	1	1
Dutch language and literature	1	6	6	6
Geography	3	3	2	2
History of the Netherlands	2	2	1	1
General history	1	1	1	1
Natural sciences and natural history	2	2	2	2
Vocal music / Instrumental music	4	4	3	2
Pedagogics	1	1	2	2
Gymnastics	3	3	3	3
Drawing	6	6	4	4
Mathematics	2	4	3	2
French	....	3	2	2
German	....	....	2	1
Horticulture	....	....	2	2
Anatomy, physiology, and hygiene	....	1	1	2
Total	39	44	40	39

The normal courses are chiefly supported by the communities where they are located, or by the provinces; but most of them enjoy a government subsidy, are under government supervision, and have a very similar course of instruction to that of the government normal schools. The number of these courses is 27, with 831 students.

With quite a number of the elementary schools, normal classes for the practical education of teachers are connected. Such classes are connected with 56 schools, and number 509 students.

There are 12 normal schools and normal courses for female teachers, all private, or provincial or municipal, but most of them subsidized by the government. The number of students during the last year was 262.

Teachers' societies.—The number of teachers' societies during the year 1869 was 247, with a total of 3,834 members.

Income and expenditure of primary instruction.—Expenditure by the central government: 479,734 guilders, or $191,893.60 gold.

Income and expenditure of the various communities.

Objects of expenditure.	Amount.	Sources of income.	Amount.
	Guilders.		*Guilders.*
Teachers' salaries	2, 676, 134	School-fees	793, 361
Teachers' lodging and rent of school-houses	73, 116	Subsidy by the central government	169, 260
New buildings	718, 983	Contributions by the communities	20, 797
Repairs, &c	258, 668	Contributions by the provincial government	4, 521
Furniture and apparatus	321, 036	Income from special funds	60, 741
Light and fuel	104, 788		
School-committees	16, 247		
Teachers' pensions	44, 751		
Subsidies to different schools	56, 704		
Education of teachers	13, 690		
Paid to other communities	20, 737		
Sundries	67, 084		
Total	4, 372, 003	Total	1, 048, 681

Grand total expenditure for education (superior, secondary, and primary) *by the central government, the provinces, and the communities*, 6,621,079 guilders, or $2,648,431.60, gold.

4.—*Educational institutions for the army and navy.*

Royal Military Academy.—The number of cadets in 1869 was 185. The course lasts three years, and during the last year 72 of the cadets became officers, viz, 45 in the home service, 26 in Dutch India, and 1 in the West Indies.

Staff-School.—This school has 3 professors. Generally 4 lieutenants are sent to this school per annum from each of the arms, (infantry, cavalry, artillery, and engineers.) The course embraces mathematics, natural sciences, geodesy, history of the military sciences, geography, French, German, and English, free-hand drawing, plan and map drawing, surveying, tactics, fortification, and military law.

Instruction-battalion.—On the 15th October, 1870, this battalion numbered 31 officers and 476 non-commissioned officers and privates. The course is both theoretical and practical.

Artillery instruction-company.—For the education of non-commissioned officers for the artillery. On the 1st November, 1869, this company numbered 175.

Scientific courses in the different army-corps.—Intended for the further education of non-commissioned officers. In 1869, 102 took part in these courses, (infantry, 74; cavalry, 15; and artillery, 13.)

Corps-schools.—Each army-corps has elementary schools. The number of teachers in these schools in 1869–'70 was 201, mostly officers, and the number of scholars 7,553, (infantry, 6,299; cavalry, 519; artillery, 596; engineers, 139.)

Royal Naval Academy at Willemsoord.—The number of cadets in 1869 was 68. The course is both theoretical and practical, and embraces a cruise of about a year.

School for officers of the marine-corps at Amsterdam.—The course lasts three years. The number of cadets in 1869 was 9.

Instruction for naval machinists.—This instruction is both theoretical and practical, and is given on board a man-of-war at Hellevoetsluis. The course lasts 2 years, and was in 1869 attended by 43 scholars.

Instruction for steersmen.—Two ships are used for this instruction, one at Amsterdam and the other at Willemsoord; at the former place there were 109 scholars, and at the latter about 80.

Army and Navy Medical School.—The number of students in 1869 was 84; 5 left the school during the year and received places as physicians, (1 in the home service, 1 in the navy, and 3 in India.)

School for Military Druggists in India and the West Indies.—The course of study lasts 4 years, and the number of students in 1869–'70 was 12.

5.—*Prison-schools.*

During the year 1869, instruction (chiefly in the elementary branches) was given in 8 penitentiaries, 13 municipal and military jails, and in 23 prisons. The following are the statistics:

Statistics of prison-schools.

Character of institution.	Total number of prisoners.	Took part in the course of instruction.	Did not take part in the course of instruction.		
			On account of old age and sickness.	As being sufficiently educated.	Total.
Penitentiaries	3,600	1,113	536	951	1,687
Municipal and military jails	7,632	1,638	1,614	4,380	5,994
Prisons	7,279	1,773	2,825	2,681	5,506
Total	17,511	4,524	4,975	8,012	12,987

With all these institutions, there are libraries for the use of the prisoners, with a total of 10,385 volumes. These libraries are used by 9,965 prisoners. Of the prisoners who took part in the course of instruction, 1,527 were below 20 years of age, 1,745 were between 20 and 30 years, 804 between 30 and 40, and 448 above 40.

6.—*Infant-schools.*

These schools, either public or private, are for children between the ages of 4 and 6; the number of the public schools being 78, with 371 teachers, (5 males, 107 females, and 259 assistants—sex not stated,) and 12,834 pupils, (6,531 boys, 6,303 girls,) and the number of the private schools being 579, with 1,633 teachers, (24 males, 735 females, and 874 assistants—sex not stated,) and 50,435 pupils, (22,934 boys, 27,501 girls;) making a total of 657 schools, with 2,004 teachers and 63,269 pupils, (29,465 boys, 33,804 girls.)

STATISTICS OF ILLITERACY.

These statistics, contained in the official report on education, 1869–'70, refer only to the military conscripts. Of 2,227 conscripts 803 could neither read nor write, and 1,424 possessed only a very insufficient knowledge of reading and writing.

PORTUGAL.

(Constitutional Monarchy—Kingdom. Area, 36,510 square miles. Population, 4,360,974.)

Highest educational authority, THE MINISTER OF THE INTERIOR, A. RODRIGUES DE SAMPAIO; *General director of public instruction*, COUNSELOR C. B. DA SILVA.

STATISTICS.

No second report having been received from Portugal, the statistics of January 1, 1870, are given here from the official paper "O Diario do Governo," as already published in the circular of information for February, 1872:

Districts.	Schools.			Scholars.		
	For boys.	For girls.	Total.	Boys.	Girls.	Total.
Aveiro	111	17	128	7,455	996	8,451
Beja	57	42	99	3,081	667	3,748
Braga	99	9	108	6,943	413	7,361
Bragança	100	14	114	4,531	735	5,266
Castello Branco	94	13	107	4,258	690	4,948
Coimbra	125	13	138	7,307	638	7,945
Evora	38	10	48	1,670	626	3,296
Faro	49	4	53	2,163	276	2,439
Guarda	168	25	193	7,902	1,679	9,581
Leiria	77	10	87	3,259	427	3,686
Lisboa	115	33	148	6,273	1,798	8,071
Porta Allegre	52	11	63	2,024	729	2,753
Porto	122	21	143	8,106	1,226	9,332
Santarem	84	14	98	3,811	625	4,436
Vianno de Castello	71	5	76	4,791	450	3,241
Villa Real	137	15	152	8,090	835	8,923
Vizen	206	23	229	11,544	1,301	12,845
Angra	32	6	38	1,683	326	2,009
Funchal	25	9	34	1,088	380	1,468
Horta	26	11	37	1,483	801	2,284
Ponta Delgada	22	9	31	1,743	1,124	2,867
Total	1,807	314	2,121	99,205	6,927	106,132

At the end of the year 1869, 6,001 boys and 654 girls (in all 6,655 children) had finished their education.

RUSSIA.

(Absolute hereditary Monarchy—Empire. Area, about 7,225,374 square miles. Population, 82,159,630.)

Minister of public instruction, COUNT D. TOLSTOI.

RE-ORGANIZATION OF SECONDARY AND OTHER SCHOOLS.

Count Tolstoi, the minister of public instruction, has drawn up the draught of a law re-organizing the gymnasia and other secondary schools. The Emperor has appointed a committee for examining this draught, with General Count Stroganow as president, and the prince imperial, Prince Peter of Oldenburg, the minister of public instruction, war, and finance, as well as some other prominent counselors of the empire, as members. This committee is to have the powers of a government department.

Count Tolstoi and the minister of the interior are likewise commissioned to establish new elementary schools in all parts of the empire where they are wanted, and procure the necessary funds. Count Tolstoi spent part of the month of August in Berlin, in order to make himself personally acquainted with the Prussian school-system.

PRIVATE EDUCATIONAL ENTERPRISES.

Great zeal is manifested by the provincial and city authorities for the furtherance of education. Thus the municipal council of St. Petersburg (*Duma*) has appropriated an annual sum of 75,000 roubles (3 francs 75 centimes each) for the establishment and maintenance of 28 new elementary schools. The city of Riga has also appropriated a sum of money sufficient to found and maintain 6 new elementary schools.

RUSSIANIZING THE BALTIC PROVINCES.

The national Russian party is still zealously engaged in spreading the Russian language further in church and school in the Baltic provinces. The orthodox seminary of the ancient city of Riga got as its president a general, and the director of the German gymnasium was obliged to introduce the Russian language as the language of instruction. The Livonian chambers passed a protest against the introduction of the Russian language in the secondary schools of Livonia. The Esthonian chambers sent a deputation to St. Petersburg to protest against the encroachments on their native language. They were assured by the Emperor that the privileges of the Esthonian population with regard to the use of their native language in church and school should not be touched, and that the schools, with the sole exception of technical and professional schools, should retain the Esthonian language as the language of instruction.

UKASE OF THE EMPEROR REGARDING INSTRUCTION IN GERMAN.

Immediately on his return from a journey to Germany during the summer of 1871, the Emperor published a ukase (order) directing the ministry of public instruction to see to it that the German language should have more hours of instruction than the French or any other modern language in all the privileged private day and boarding schools.

EDUCATIONAL MUSEUM.

The national Russian industrial exposition at St. Petersburg, in which educational apparatus was also represented, first caused the authorities and educators of the country to conceive the idea of an educational museum. This idea was soon carried out in the most liberal manner and on a grand scale, so that now there is, besides the many other attractions of St. Petersburg, a great educational museum, containing a very complete collection of apparatus, text-books, school-furniture, &c., used in the educational institutions of the country from the lowest grade to the highest. The section containing aids for the domestic education of children between the ages of 6 and 15 is particularly rich.

READING-ROOMS.

An extraordinary sitting, has recently taken place in St. Petersburg, of the committee on primary instruction, the object of which was to consider the report on the establishment of popular reading-rooms. The project proposes 1,220 roubles (3 francs 75 centimes each) as the cost of installation, and 2,700 roubles for the expenses of maintenance. The expected receipts are 400 roubles; therefore, evidently, gifts or subscriptions

will be required. The Order of Advocates has already offered 1,000 roubles. The plan has two peculiarities: reading out loud is to be introduced for those persons who are instructed; children are to be admitted free, and adults enter on payment of one copeck, (equal to four centimes.)

GENERAL INTEREST TAKEN IN EDUCATION.

The district authorities of the district of Samara resolved to establish an annual teachers' conference at Samara, to give the elementary teachers from the rural districts an opportunity to become acquainted with the best modern methods of instruction. The representatives of the district of Odessa had, at their last session, a very lively discussion on the question of compulsory attendance, and finally unanimously decided in favor of the measure, pledging themselves to press the matter with the national educational authorities. As an interesting fact, it may also be mentioned here that during the last year more than a hundred ladies attended the lectures on natural science at the University of Kiew.

EDUCATION IN POLAND.

The latest educational statistics of the kingdom of Poland, now completely absorbed by the Russian empire, are of the year 1870. The number of elementary schools maintained by the government was in that year 2,115, viz: 1,462 for Roman Catholics; 376 for United Greeks; 218 for Protestants; 29 for Russian Orthodox; and 30 for Jews. All these schools were attended by 121,613 children. The total population of the kingdom is 5,705,607, viz: 76,823 boys and 44,810 girls. During the last year 57 new schools were established. From the beginning of the year 1872, the Russian language is to form the chief language of instruction in all the elementary schools of the kingdom of Poland.

FEMALE GYMNASIUM IN MOSCOW.

According to the Moscow Gazette, it is the intention of some wealthy private individuals to establish in that city a gymnasium for young ladies, not merely a higher school for girls, but an institution like the German gymnasia, paying special attention to ancient languages and mathematics. The Northern Press says with regard to this project: "As every gymnasium may be viewed from a twofold stand-point, viz, as a school giving a general humane education, and as an institution preparing for the special university studies, thus the idea of a female gymnasium may also be viewed in these two different aspects. If we consider the gymnasium merely as a stepping-stone to the university, a female gymnasium must consistently be followed by a female university. We believe we are not mistaken in saying that the number of ladies in Russia (and we presume all over the world) who would study a science for the sake of the science is remarkably small. As far as we are able to judge, such an idea is very far removed from the present generation of young ladies in Russia. The question is a different one with regard to those ladies who consider science merely as a means of earning some livelihood and entering some profession; for these we find a great number of foreign universities and technical schools, especially in Switzerland. For such the question of establishing a female university forms an integral part of the question of women's labor, and the solution of this question will depend on what so-called learned professions will, with the present social and political organization of Russia, be open to women. Till that question is decided no female university is wanted, and a female gymnasium can till then only be considered as an institution imparting a general education of a higher character than that of the present superior schools for young ladies."

WANT OF TEACHERS FOR THE SECONDARY AND SUPERIOR SCHOOLS.

The somewhat anomalous condition of public instruction of the higher grades is shown by the constantly growing want of teachers for the gymnasia and the universities. According to authentic information for the year 1871, there were at the University of St. Petersburg 61 professorships filled and 14 vacant; in Moscow, 72 filled and 19 vacant; in Charkow, 46 filled and 45 vacant; in Kasan, 53 filled and 38 vacant; in Odessa, 31 filled and 27 vacant; in Dorpat, 47 filled and 7 vacant; in Warsaw, 61 filled and 10 vacant. Thus, the total number of professorships filled in the above 7 Russian universities was 420, and that of vacant ones 202, therefore more than one third of all the professorships was vacant.

In the gymnasia the want of teachers was felt just as keenly. Of all the teachers' places established by law, there were, in 1871, 200 vacant, *i. e.*, about 10 per cent. A great hinderance of a sound development of the Russian gymnasia is the frequent

change of teachers from one gymnasium to the other. Thus, of the total number of teachers in 1867, scarcely 47 per cent. were at their old places at the end of 1871, and in the district of Odessa the percentage was only 13.

TECHNICAL REAL-SCHOOLS.

Some time ago the minister of public instruction laid before the council of the empire a plan of reform, according to which the real-gymnasia should be transformed into technical real-schools, *i. e.*, instruction in ancient languages should be almost entirely dropped in these institutions, and modern languages and natural sciences introduced instead. This plan was rejected by the council by 27 votes against 19, and the Emperor published a decree ordering the carrying out of this plan. The same was done, when last year a similar majority of the council declared themselves against the plan proposed by the minister to establish purely classical gymnasia by the side of the real-gymnasia. Both these imperial decrees are of great importance, as they insure greater thoroughness in both branches of instruction, the classical and the technical. The funds for the maintenance of the new technical real-schools are to be supplied from the national treasury.

RE-ORGANIZATION OF DISTRICT-SCHOOLS.

The Emperor and the council of the empire have sanctioned the re-organization of the district-schools proposed by the ministry of public instruction. The existing district-schools, (higher elementary schools,) 402 in number, are to be re-organized gradually, as fast as the teachers' seminaries can supply the necessary teachers. It is expected that the work of reform will be commenced in 1874. Seminaries are first to be established in the districts of St. Petersburg and Moscow, to be followed by the districts of Kasan, Charkow, Odessa, Wilna, and Kiew.

ENDEAVORS OF THE GOVERNMENT TO RAISE THE GENERAL STANDARD OF EDUCATION.

The chief of police of St. Petersburg, General Trepow, a man of high education and untiring in his efforts to raise its standard among the lower classes of the capital, starting from the idea that drunkenness and rowdyism among the lower classes are so prevalent because they have no chance to enjoy any rational amusements, instituted a course of popular lectures, meeting the expenses connected therewith from the funds of the police department. He engaged for these lectures the very best men of the country, and made the price of admission merely nominal. These lectures on various subjects, such as sacred and profane history, hygiene, geography, natural sciences, were kept in the most popular style, and made attractive by charts, maps, diagrams, pictures, and experiments. The result has surpassed all expectations, and many of the lectures had to be given repeatedly. The interest taken in these lectures is, according to the most reliable information, not based on a mere passing enthusiasm, but is firmly rooted in the populace.

COMPULSORY EDUCATION AMONG THE COSSACKS.

In the St. Petersburg Gazette we find the following interesting communication: "According to official information, there were among the Cossacks in the province of Orenburg, numbering 248,000 persons, 179 elementary schools, viz, 129 for boys and 50 for girls, attended by 3,760 scholars. Considering this number of schools entirely insufficient, and the attendance unsatisfactory, Major-General Boborykin, on the 19th August, 1871, published a decree, ordering the sub-hetmans to establish elementary schools in every village, and to enforce attendance at school for every boy from the age of 8 or 9. The Orenburg Cossacks are distributed through 401 towns and villages, and in every one of these a school-house and house for the teacher are to be built immediately at the expense of the town. In order to procure the required number of teachers, the non-commissioned officers, who all have a good elementary education, are to act as teachers. As it is supposed that but few of them possess any skill in teaching, regular pedagogical courses for them are to be held every year by experienced pedagogues appointed by the minister of public instruction. These courses are to last one month, usually during the summer, while the children are enjoying their vacation. The results have been so excellent that it is intended to hold six such courses per annum, three for male and three for female teachers. Since the publication of the above-mentioned order by the hetman, 118 new schools have been established, viz, 50 for boys and 68 for girls, so that the total number of schools is now 297. At the same time Sunday-schools have been established for adults between the ages of 17 and 19."

FINLAND.

For the following article on education in Finland we are indebted to Professor Felix Heikel, of the University of Helsingfors, Finland, now on a visit to this country:

EDUCATION IN FINLAND—AREA AND POPULATION.

Finland is bounded by the Gulf of Bothnia on the west, the Gulf of Finland and Lake Ladaga on the south, and stretches so far north as to embrace a portion of Lapland. Its area is about 107,000 English square miles, and the population, according to the census of 1870, was 1,733,612. Of these about 250,000 speak Swedish, and the rest Finnish, a Mongolian language, the only European language to which it bears any relation being the Hungarian.

HISTORY AND GOVERNMENT.

It is generally supposed that the Fins emigrated to Finland from Eastern Europe and Asia about A. D. 700. They were a heathenish and barbarous race till the end of the twelfth century, when the country was conquered by the Swedes, who introduced Christianity and civilization. In 1809 Finland was conquered by Russia, but, in accordance with a generous assurance of Emperor Alexander given to its first parliament, its Swedish laws, liberties, and privileges were fully confirmed by Russia's present sovereign, the Emperor Alexander II. Finland is, therefore, a separate grand-duchy, dynastically united with Russia, whose emperor is its grand-duke. Its legislative power is a parliament, (*Landdag,*) which assembles at least every 5 years; the executive power is vested in a governor-general appointed by the grand-duke, and a senate of 16 members. All government officials, with the exception of the governor-general, are natives. The official government and school language is Swedish or Finnish.

SCHOOL-LAWS AND GOVERNMENT.

The oldest school-law dates from the year 1611. The law at present in force for the primary schools (*Folksskolorna*) dates from 1866, and for the lyceums or Latin schools (*Lærdaskolorna*) from 1872. Till 1869 the schools were all under the superintendence of the church (Lutheran) authorities, but in that year the schools were placed under a separate administration, consisting of a president and six members.

PRIMARY SCHOOLS.

Instruction in reading and writing has from time immemorial been given in the family or in the rural districts by migratory village-schools, and in the cities in private or public primary schools. No person who cannot read is confirmed by the church or can obtain municipal or political privileges. The knowledge of reading is therefore universal throughout the whole country.

SECONDARY OR INTERMEDIATE SCHOOLS.

These schools have only been established within a few years, but their number is constantly increasing. In 1866 there were in operation 7 such schools, while in 1872 their number was upward of 200. The course of instruction embraces religion, reading, writing, arithmetic, history, geography, natural philosophy, singing, drawing, and gymnastics, and in the girls' schools, in addition, needle-work. The proportion between the female and male teachers is about that of two to three.

NORMAL SCHOOLS.

There are two normal schools—one with separate departments for gentlemen and for ladies, and one exclusively for ladies. The former was opened in 1864, and in 1871 had 156 students; the latter was opened in 1870, with 30 students. The course of instruction embraces four years, of which the first three are devoted to theoretical studies, while the last is devoted to practical exercises in the model-school and kindergarten connected with each school.

REAL-SCHOOLS OR HIGH SCHOOLS.

For every one of the thirty-three cities in Finland there is a high school for boys, with a two to four years' course. The number of ladies' high schools, each with from four to six classes, in the whole grand-duchy, is 7. The course of studies embraces the same subjects as in the secondary schools, but is more thorough, including two or more modern languages. The number of pupils in the high school for boys was, in 1871, 2,212, and in the high schools for ladies 753.

THE POLYTECHNIKUM.

The Polytechnikum, or Polytechnic School, is located at Helsingfors. The condition of admission is the completion of the course at a real-school. After a two-years' pre-

paratory course in mathematics and drawing, the studies branch off in four departments, viz: one for civil engineers, (railroad and canal engineers;) one for machinists; one for architects; and one for chemists. The whole course embraces four to six years. In 1871 the number of professors was 16 and the number of students about 105.

"LYCEUMS," OR LATIN SCHOOLS.

These schools are the oldest public schools in Finland. Originally founded for ecclesiastical purposes, they have now been changed into institutions for a higher general or classical education. They embrace the American grammar-schools, high schools, and at least the two lower classes of colleges. Pupils are usually admitted at an age varying between 9 and 12 years. The course lasts from eight to nine years, and embraces religion, Latin in all classes, Greek, modern languages, mathematics, natural sciences, history, geography, vocal music, drawing, and gymnastics. In 1871 there were in operation 10 complete lyceums, with 7 classes each, and 12 having only the 4 lower classes. The total number of pupils in all the lyceums was 2,575. The lyceum at Helsingfors is called the Normal Lyceum, as candidates for teachers' places at lyceums or real-schools, after having finished their studies at the university, here receive a practical instruction for their profession by a university professor of pedagogics and four teachers.

THE UNIVERSITY.

The university was founded in the year 1640 in Abo, and after the conflagration of that city in 1828 was transferred to Helsingfors, the present capital of Finland. It has four faculties, or schools, viz, theology, law, medicine, and philosophy.

The number of "ordinary professors" in 1871 was 33, who, in order to obtain such a place, must give sufficient proof of having followed independent scientific investigations, and are obliged to lecture four times a week. Besides these there are 35 "extraordinary professors" and tutors. Condition of admission is the completion of a full course at a lyceum. The number of students is about 750. With regard to the selection of studies the greatest liberty prevails. The university library, which is open to the general public, embraces 140,000 volumes. The students have a special "students' library," with about 15,000 volumes, and a reading-room containing journals and periodicals from almost all civilized countries. Connected with the university there is an astronomical and magnetic observatory, a large chemical laboratory, a botanical garden, anatomical, zoological, mineralogical, numismatic, and historical collections, &c. The income of the university in 1871 was 1,162,000 marks, (mark, a Finnish coin, equal to 1 franc.) A large number of free places are annually distributed, and every year young men of talent are sent out to study at foreign universities or to study the educational institutions of other countries.

OTHER PUBLIC EDUCATIONAL INSTITUTIONS.

One agricultural institute, with 11 professors.
Three lower agricultural schools.
One military academy, with 120 students.
Six schools of navigation.
Several evening and drawing schools.
Four schools for deaf and dumb, with 10 teachers and 107 pupils.
Two schools for blind.

SUPPORT OF THE SCHOOLS.

The public schools are for the greater part supported by the government of Finland, which for this purpose annually expends about two and a quarter million marks. All schools charge a small school-fee, varying between 2 and 100 marks annually. The annual fee in the military academy is 560 marks. There are free places for indigent scholars in all schools. Instruction at the university is entirely free of charge.

DURATION OF SCHOOL-YEAR AND VACATION.

The school-year, which in most schools begins on the 1st September, is divided into two terms, the first from September 1 till December 15; the second from January 15 till June 15.

SPAIN.

(Constitutional Monarchy—Kingdom. Area, 182,738 square miles. Population, 16,641,980.)

Minister of public works and public instruction, (fomento,) SEÑOR ECHEGARAY.

No report has been received for this year, and it is therefore impossible to give many items of interest.

STATE OF EDUCATION.

Since the year 1845, the number of scholars in the public schools of Spain has doubled. Although a great deal has been done, and much zeal is manifested in the cause of education, much remains yet to be done to place the Spanish nation on a level with the more advanced nations of Europe. But now, since Spain has complete religious liberty, it is to be hoped that education and general enlightenment will advance more rapidly. The number of illiterate persons is still very large, as, according to good authority, only 3,129,421 persons (2,414,055 men and 715,366 women) are able to read and write.

NOBLE SENTIMENT EXPRESSED BY THE KING.

When, in January, 1871, King Amadeus had a conversation with his minister of finance, in which the latter informed him that the salaries of teachers had not been paid for quite a while, the King declared: "I shall not take any payment myself till these men have been granted their just dues."

SWEDEN AND NORWAY.

(Constitutional Monarchy—Kingdom. Area, 250,555 square miles. Population, 5,898,573.)

Minister of public instruction in Sweden, DR. G. WENNERBERG; *Minister of public instruction in Norway,* H. RIDDERWOLD.

MIGRATORY SCHOOLS.

In many parts of Sweden there are no regular schools, but teachers wander from place to place, keeping school for one week or longer in this farm-house, the next week in another. The Swedish government has during the last year made the most strenuous exertions to diminish the number of these schools, and soon they will have entirely disappeared.

TEACHERS AND TEACHERS' SEMINARIES.

In the instruction of small children female teachers are preferred to males; and in Stockholm the number of female teachers exceeds that of the males. In the seminaries for the education of female teachers there are also female professors employed. The seminary course occupies three years.

SALARIES AND FINANCES.

The salaries of Swedish teachers are divided into three classes, viz: class 1, $360, $60 for lodging and $30 for fuel; class 2, one-fourth less than class 1; class 3, $112 salary, $30 for lodging and $10 for fuel.

The Parliament annually appropriates $71,400 for teachers' seminaries, for the support of elementary schools in poor districts, and for educational purposes generally.

STATISTICS.

The total number of public schools in the kingdom of Sweden, with the exception of Stockholm, (4,168,882 inhabitants,) is 7,118; viz: 10 higher schools; 3,432 elementary schools, properly so called; and 3,676 small schools. The number of children of school-age is 682,623, of whom 664,245 attended school, viz, 210 in the higher schools, 361,512 in the elementary schools, 186,885 in the small schools, 7,302 in other public institutions, 22,395 in private schools, while 85,943 received their instruction at their parental homes; 18,878 children received no instruction at all, viz, 2,537 on account of sickness, and 15,841 from other causes.

SCHOOL-STATISTICS OF STOCKHOLM.

The report of the Stockholm schools for 1870 shows that the great exertions made for spreading education by the city authorities and by private individuals have been rewarded by good results. The city of Stockholm, with a total population of 135,920, has 16,843 children of school-age, (between 7 and 14;) of this number 12,849 received daily instruction; 2,313 attended schools that were not open every day, or, at any rate, the whole day; 1,681 were either instructed at their homes or received no instruction at all; of these 116 were prevented by sickness, and 970 were engaged as servants. In the public schools 7,655 children were instructed by 208 teachers, (male and female.)

Cases of non-attendance were comparatively rare, viz, about 9.6 per cent.; of these 1.2 per cent. without sufficient cause, 4 per cent. on account of sickness, 1.2 per cent. on account of want of decent clothes, 3.2 per cent. with valid excuses. Of the scholars 99.9 per cent. were instructed in religion, Swedish, writing, and arithmetic; 62.6 per cent., in geography and history; 52.7 per cent., in natural sciences; 9 per cent., in mathematics; 52.7 per cent., in drawing; 56 per cent., in vocal music; 56 per cent., in gymnastics. The number of girls instructed in needle-work was 2,180. Arboriculture was taught in 2 schools. The total expense of the public schools of Stockholm during the year was 185,775 rigsdaler, (about $53,470 in gold.)

SWITZERLAND.

(Federal Republic. Area, 15,233 square miles. Population, (1870,) 2,669,095.)

Switzerland possessing no national system of education, each of the twenty-two cantons is treated separately.

ARGOVIA.

(Area, 502 square miles. Population, 198,873.)

STATISTICS.

The number of elementary schools is 527, and besides these are 26 repetition-schools, (schools for young people who have left the elementary schools.) The number of children attending school was 29,069. The attendance at school was, generally speaking, satisfactory; still there were 6,627 cases of absenteeism, of which 1,584 were punished with incarceration. The number of teachers was 530, (498 males and 32 females.) The highest salary paid was 2,200 francs, and the lowest 800 francs. The total sum expended for teachers' salaries was 495,200 francs, toward which the state contributed 186,460 francs.

According to the law, the course of instruction in the "repetition-school" (*Fortbildungsschule*) has to embrace all the subjects taught in the elementary schools, and continue them to a higher grade, with special reference to the various trades and to agriculture; instruction is also to be given in French.

The number of female industrial schools (*Arbeitsschulen*) was 298, with 293 (female) teachers and 11,740 scholars. The highest salary paid to teachers in these schools was 800 francs, and the lowest 100 francs. The total sum paid for teachers' salaries was 55,800 francs, toward which the state contributed 18,700.

The cantonal reform-school at Olsberg had 42 scholars. During the last ten years 52 have left the institution, of whom 44 have become useful members of society. The school for poor girls at Friedberg had 8 scholars, the school for indigent children at Kastelen had 30, and three institutions for deaf-mutes at Aarau, Baden, and Zofingen had 52 inmates.

Voluntary schools for adults were held in twenty places; a course of agricultural lectures was held at Muri for teachers of such schools, toward which the state contributed 300 francs.

The examination of the recruits for military service showed that of 664 who were examined 91 had to attend the "*Strafschule*," (literally, "punishment-school.")

The 23 district-schools (schools intended to prepare for the secondary schools) were attended by 1,397 scholars, (1,306 boys and 91 girls,) varying in age from 11 to 21 years. The number of teachers was 69, and 72 assistants. The highest salary is 2,500 francs, and the lowest 2,000. The sum contributed by the state amounts to 70,600 francs. In most of these schools, Latin, Greek, English, and Italian are taught.

The "cantonal school" (highest secondary school) had 143 scholars, viz, 21 in the progymnasium, 81 in the gymnasium, and 41 in the industrial school. There are 17 teachers and 5 assistants. The teachers' seminary had 62 students in 3 classes, and the model-school connected with it 60 scholars. The total sum expended for the seminary was 47,500 francs, of which the state paid 29,200. The charges for board for each student amounted to 4½ francs per week.

The total state expenditure for education was 464,800 francs. The school-property of the whole canton was valued at 5,130,100 francs.

The public schools of Argovia are among the best-organized and best-managed of the whole of Switzerland.

AGRICULTURAL SCHOOL AT MURI.

Director Römer, of this school, resigned his position, and it seemed doubtful whether the institution would be continued. The matter formed the chief subject of discussion at the meeting of the agricultural society of the canton, and it was resolved to make

the utmost exertions for the continuation of this important institution, to extend the course of the school by making a third class, and by lowering the fees as much as possible. A motion brought forward in the cantonal council to unite the agricultural school with the teachers' seminary was lost.

TEACHERS' CONFERENCE.

During the month of September the Argovian Teachers' Conference assembled at Baden, about 250 being present. The chief subject of discussion was the continuation of youths that had left the school, in accordance with the demands of the time.

The conference almost unanimously voted that the following be recommended to the authorities: The establishment of obligatory "continuation-schools," (*Fortbildungsschulen*) for boys and girls till the age of 17, viz: 1. In every district (subdivision of the canton) from 1 to 2 schools for apprentices, where instruction could be given in drawing, business correspondence, book-keeping, arithmetic, mensuration, constitution of Switzerland. 2. In every town a similar school, with three hours' instruction per week; in these schools agriculture should form an additional subject of instruction. 3. In every town a similar school for girls, where instruction would be given in female work, housekeeping, horticulture, nursing infants and sick persons. The estimated expenses of all these schools would be 20,000 francs, of which the state would have to pay 12,000 and the town the remainder. There is every prospect that within a few years these measures will be carried out.

A TEACHERS' JUBILEE.

At the town of Bremgarten, Mr. Kottmann celebrated the fiftieth anniversary of his having entered the teachers' profession. It is of rare occurrence that a man will be able to stand the wear and tear of fifty years' service as a teacher, and it was, therefore, but a fit tribute that the whole town united in doing honor to this veteran on his festival day.

APPENZELL.

(Area, 152 square miles. Population, 60,635.)

STATISTICS.

This canton has, since 1597, been subdivided into two half-cantons, viz, Appenzell-Exterior, with 48,726 inhabitants, mostly Protestants, and Appenzell-Interior, with 11,909 inhabitants, mostly Roman Catholics. The former has a well-regulated system of public schools, while the latter for a long time had only one elementary school, the scattered population (there being no towns or villages scarcely, but scattered farm-houses) being unfavorable to an organized system of schools. Of late years great exertions have been made in Appenzell-Interior for the improvement of public instruction. Since 1857 attendance at school has been made compulsory, the salaries of the teachers have been raised, and school-regulations published. According to last accounts the number of obligatory schools was 20, with 1,180 scholars. The salaries of the teachers vary between 850 and 300 francs. The examination of recruits showed the following results:

The total number of recruits examined was 77; the subjects of examination were reading, writing, and arithmetic. The result was the following:

	Reading.	Writing.	Arithmetic.
Good	9	15	14
Tolerable	19	20	22
Poor	32	28	27
Utterly ignorant	17	14	14

In Appenzell-Exterior the total number of scholars was 9,538, viz: 6,142 in the elementary schools; 2,867 in the repetition-schools; 390 in the real-schools; and 139 in the orphan-school. The cantonal school (secondary) had 70 scholars. There is at present no teachers' seminary in the canton, but 12 students are sent to the seminary of Kreuzlingen, canton of Thurgovia.

The total number of recruits examined was 154

The result of the examination was the following:

	Reading.	Writing.	Arithmetic.
Very good	79	59	33
Good	48	41	40
Tolerable	22	47	34
Poor	5	27	21
Ignorant	0	0	26

GENERAL TEACHERS' CONFERENCE.

At the general teachers' conference, held in May, it was resolved to petition the government, 1. To lengthen the time of the elementary school; 2. To establish more repetition-schools, with a longer and more thorough course.

BASLE.

(Area, 184 square miles. Population, 101,887.)

Since 1833 this canton is subdivided into two half-cantons, viz: Basle, city, and Basle, country, which will be treated separately.

A.—Basle, city, 47,760 *inhabitants.*

STATISTICS.

Primary schools.—The elementary boys' schools comprised 19 classes, with 965 pupils, and the elementary girls' schools, 34 classes, with 1,519 pupils. The country districts (3 townships) numbered 16 classes, with 429 pupils, (186 boys and 243 girls.) Besides these public schools, there were the following private institutions: A Catholic boys' school, with 6 classes and 373 pupils; a Catholic girls' school, with 5 classes and 399 pupils; a factory-school, with 75 scholars; a French repetition-school, with 36 pupils; an agricultural elementary school for indigent children, with 22 pupils; 13 private elementary schools, mostly for girls, with 417 pupils; and the city orphan-school, with 102 pupils, 51 boys and 51 girls.

Secondary schools.—The classical gymnasium (*humanistisches Gymnasium*) has 6 classes and 383 pupils; the real-gymnasium, 5 classes, with 410 pupils; the real-school, 4 classes, with 483 pupils; the high school for ladies, 6 classes, with 464 pupils.

Superior schools.—The pedagogium, 3 classes, with 62 students, varying in age from 14 to 20 years; the industrial school, 4 classes, with 129 students; the university, 129 students, instructed by 41 professors.

Total of persons under instruction in Basle, city, 6,250.

SCHOOL-FINANCES.

Amount of university-fund, 1,790,000 francs; value of university buildings and collections, 504,000 francs; annual expenditure for the university, 204,300 francs, of which sum the state pays 128,800 francs; total annual expenditure of Basle, city, for public instruction, 363,377 francs, or one quarter of the whole annual expenditure of the state.

TEACHERS' PENSIONS.

Basle, city, pays the largest pensions to teachers' widows and orphans. The pensions vary from 150 francs to 450 francs annually, according to length of service. The total sum paid for pensions was 6,009 francs.

SCHOOL-HYGIENE.

A special committee was appointed during the year to examine the sanitary condition of the schools. The result of their investigations was published, and treats of the school-benches, size of the school-rooms, lighting, ventilating, and heating. The committee condemned the use of iron stoves and recommended heating by warm water.

B.—Basle, country, population, 54,127.

DRAUGHT OF A NEW SCHOOL-LAW.

A draught of a new school-law was prepared by School-Director E. Frey. It is very elaborate, was universally considered eminently practical and progressive, and there is every probability that it will be adopted by the legislative assembly of the canton. The school-age of boys will be from 6 to 18, and that of girls from 6 to 11 years.

CANTONAL TEACHERS' UNION.

This union celebrated the twenty-fifth anniversary of its existence. It numbers 119 members. It is a peculiar feature of this union that all the clergymen of the canton are members; and that, in spite of this canton having been the first to introduce the separation of church and school, there exists the utmost harmony between teachers and clergymen.

SCHOOL-EXPENDITURE.

The annual expenses for public instruction amounted to 31,700 francs, the greater part of which is borne by the towns themselves.

ILLITERACY OF CONSCRIPTS.

During the year 209 conscripts were examined. Not one of them was unable to read fluently. As regards writing, 23 could only write very poorly, 96 tolerably well, 78 well, and 12 very well. There was not one who was entirely ignorant of writing. In arithmetic 43 did poorly, 76 tolerably well, 68 well, and 14 very well.

BERNE.

(Area, 2,561 square miles. Population, 506,455.)

GENERAL STATISTICS.

Teachers' seminaries.—Two for male teachers, with 160 students, and 2 for female teachers, with 45 students. Besides the teachers coming from these seminaries, 48 persons who had studied at other institutions received teachers' certificates.

Primary schools.—One thousand five hundred and forty-two, with 88,645 scholars and 1,530 teachers, (1,077 males and 453 females.) The highest number of scholars in one school is 116, the smallest 12, and the average 57.

Secondary schools.—Thirty-seven secondary schools, with 2,153 scholars, (939 girls and 1,214 boys,) and 100 teachers, (male and female;) 5 progymnasia, with 373 scholars and 42 teachers; 3 cantonal schools, with 622 scholars.

Superior schools.—One university, with 282 students, (theology, 31; law, 66; medicine, 108; philosophy, 53; veterinary surgery, 24.)

Special schools.—Ten industrial schools, with 350 scholars and 40 teachers; 42 infant-schools; and 80 private schools, with 4,687 scholars.

ILLITERACY OF CONSCRIPTS.

Of 1,441 conscripts that were examined, 2.8 per cent. were unable to read; 2.7 per cent., unable to write; 7 per cent., unable to cipher.

TEACHERS' UNION.

At a meeting of the Berne Teachers' Union, the following were among the subjects discussed: Every school should be thoroughly examined at least once a year; the school-inspectors and the teachers of the seminaries should hold conferences from time to time, &c.

SCHOOL-EXPENDITURE.

The total sum expended during the year for educational purposes amounted to 1,207,600 francs, viz: 597,500 francs for primary schools, 95,600 for teachers' seminaries, &c. The total expenditure of the canton was 11,450,000 francs, so that more than one-tenth was appropriated for school-purposes.

ELECTION OF TEACHERS.

The election of teachers by the people took place for the first time in Berne last year. The daily press strongly exhorted the people not to be led by any political reasons in this election, but, in spite of this, several excellent teachers were not re-elected, thus again showing the injustice of such an election.

THE VICTORIA INSTITUTION.

The Victoria Institution for Poor Girls at Wabern, near Berne, a private establishment founded by J. R. Schnell von Burgdorff, celebrated its tenth anniversary. During the ten years of its existence, 138 poor girls had been educated there, and the property of the institution amounted to 692,000 francs.

FRIBOURG.

(Area, 563 square miles. Population, 110,822.)

NORMAL SCHOOL AT HAUTERIVE.

According to the last programme received from this school, it combines a teachers' seminary and an agricultural school. The only education demanded from scholars entering is that received at the primary schools. The course of instruction embraces two years. Till quite recently the school had no special "practice-school," and if a repetition-course is to be held, the teachers are combined with the first class of the scholars. There were 62 students, of whom 19 participated in the repetition-course. The number of teachers was 3. The monthly fee for board and tuition is 30 francs for those that intend to become teachers, while others have to pay 50 francs. The privilege of the smaller fee obliges a ten-years' service as teacher.

GENEVA.

(Area, 91 square miles. Population, 93,195.)

PROPOSED REVISION OF THE PUBLIC-SCHOOL LAW.

The cantonal council has taken the necessary steps for the draught of a new school-law. The first step was to get the views of the teachers on the subject, and for this purpose each teachers' conference throughout the whole canton had one chapter of the draught sent to it for discussion and suggestions. According to the old law, instruction in the elementary schools was gratuitous and non-obligatory. A great number of schoolmen now demand the same for all the schools, (also the secondary and superior,) which, if carried out, would involve an increased expenditure of 400,000 francs per annum. Another new proposition is to take the superintendence of education entirely out of the hands of the government and give it to a number of fathers of families especially elected for that purpose. So far no definite result has been arrived at.

GLARIS.

(Area, 279 square miles. Population, 35,151.)

SCHOOL-EXPENDITURE.

The expenses for educational purposes only amount to 16,000 francs, while the total state expenditure was 152,000 francs. Most of the school-expenses in this canton are met by the towns themselves.

TEACHERS' PENSION-FUND.

The cantonal school-board resolved to discontinue the system of paying pensions to teachers from the cantonal treasury, but to make the existing Teachers' Widows and Orphans' Union more useful by making it obligatory for all teachers to join this union, and by raising the amount of contributions.

GRISONS.

(Area, 2,968 square miles. Population, 91,782.)

SCHOOL-EXPENDITURE.

The annual expenditure for public instruction during the last year amounted to 119,748 francs.

SECONDARY INSTRUCTION.

The cantonal school consists of a preparatory school, a gymnasium, and a real-school. The preparatory school numbered 13 pupils, the gymnasium 49, and the real-school 114. The teachers' seminary connected with the institution numbered 70 students.

LUCERNE.

(Area, 587 square miles. Population, 132,338.)

STATISTICS.

The number of primary schools is 249 and the number of teachers 246, (234 males and 12 females.) The lowest salary paid to teachers is 650 francs, and the highest 850; this is an improvement, as in former years the lowest salary paid was but 450 francs. The Teachers' Widows and Orphans' Society numbers 265 members and its funds amounted to 58,800 francs. The government annually contributes 1,500 francs. The total annual government expenditure for educational purposes was 209,138 francs.

THE NEW SCHOOL-LAW.

The new school-law, adopted in 1869, has gone into practical operation. It extends the school-age from the sixth to the fifteenth year, makes gymnastics obligatory, and entirely re-organizes the girls' industrial schools. Instead of the former cantonal school-inspector there are now four district school-inspectors for the four districts of the canton. Of the 114 school-counselors, 73 are laymen and 41 clergymen. In 1870 a normal course of gymnastics was instituted for teachers in primary schools, as likewise a normal course for teachers in girls' industrial schools. There is also a so-called recruit-school where an opportunity is offered to recruits to gain the necessary rudiments of learning. The result is satisfactory, and there are at present but few recruits who can neither read nor write.

NEUCHATEL.

(Area, 280 square miles. Population, 97,284.)

TEACHERS' SALARIES.

According to the new school-law the maximum salary of teachers has been fixed at 2,100 francs, and the minimum at 1,200; for female teachers the maximum is 1,300 and the minimum 1,000. In discussing the question of salaries, several speakers strongly advocated an equality of salaries, so as to make no difference between male and female teachers, but, the majority being of an opposite opinion, the motion was lost.

SCHAFFHAUSEN.

(Area, 119 square miles. Population, 37,721.)

COURSES OF INSTRUCTION FOR TEACHERS.

A peculiar sign of the times are the instruction-courses for teachers who are already employed as such. These courses are essentially different from the former "repetition-courses," in which subjects taught at the teachers' seminary were merely repeated by introducing new subjects. Besides this, there have been special courses in vocal music, and courses of instruction in female work for teachers in the female industrial schools. The expenses occasioned by these courses are borne in common by the cantonal and communal authorities. It is now intended to appoint itinerant lecturers, who are to hold a two-weeks' course of lectures on agriculture in various places, for the special benefit of teachers.

SCHWYZ.

(Area, 338 square miles. Population, 47,705.)

GRATUITOUS INSTRUCTION.

The question of abolishing all school-fees was pending before the cantonal council, but no definite result had been arrived at. Various petitions were made to the council in this direction, some of the petitioners advocating entire abolition of school-fees, while others proposed a graduated scale of school-fees, according to the pecuniary means of the parents, letting the children of the indigent attend school without any payment whatever, while the others would have to pay from 2 to 60 francs.

STATISTICS.

The number of elementary schools is 103, with 5,915 pupils; the number of teachers is 97, (61 males and 36 females;) of these 60 are laymen, 4 clergymen, and 33 members of religious sisterhoods. The teachers' seminary numbered 27 students.

SOLEURE.

(Area, 254 square miles. Population, 74,713.)

EXPENDITURE FOR EDUCATION.

The sum appropriated for educational purposes by the cantonal authorities amounted to 167,803 francs, (while the total cantonal expenses were 1,410,000,) divided as follows: administration, 6,788 francs; cantonal school, (secondary school,) 53,855; district-schools, (higher elementary schools,) 25,500; primary schools, 69,800; teachers' seminary, 11,860.

STATISTICS OF ILLITERACY.

Of 397 recruits who were examined, 316 wrote tolerably, 73 wrote poorly, and 8 could not write at all; in arithmetic, 189 could do a sum in fractions correctly, 182 incorrectly, and 46 could not do it at all; 351 could read well.

PRIVATE EDUCATIONAL ESTABLISHMENT.

Since 1865 Soleure possesses a most excellent boarding-school for youths between the ages of 9 and 18, in the institution of M. W. Breidenstein, in Grenchen, near the city of Soleure. This school, sanctioned by the cantonal authorities, is conducted in the true Pestalozzian manner, and its pupils come from all parts of the civilized world. It is one of those schools which can safely be recommended to American parents who wish to give to their children a liberal European education. The terms of this school are 1,500 francs ($300) per annum, everything included except piano-lessons.

ST. GALL.

(Area, 747 square miles. Population, 191,015.)

CITY OF ST. GALL.

This city, of 10,000 inhabitants, expended 137,000 francs annually for her schools, and the school-property amounted to 1,554,000 francs.

TEACHERS' SALARIES.

The salaries of teachers being in most cases very insufficient, endeavors were made in the various district conferences to raise them, but these endeavors were only successful in a few isolated cases; thus, some villages in the district of Toggenburg voluntarily raised their teachers' salary from 1,000 francs to 1,200.

TESSIN.

(Area, 1,034 square miles. Population, 119,620.)

STATISTICS.

The number of elementary schools is 467, with 15,021 scholars, while the number of children of school-age is 18,895. The number of teachers is 467, viz: 240 males and 227 females. The salaries of the teachers are entirely insufficient, so that during the last three years 150 teachers left the profession and sought other employment. The teachers' courses, held every year for the benefit of elementary teachers, were attended by 110, viz: 30 males and 80 females. During the years 1857 to 1869, these courses were attended by 2,247 persons, viz: 1,156 males and 1,091 females, and of this number 1,787 obtained teachers' certificates. The cantonal government during this same period expended about 100,000 francs for these courses, so that the average expenditure for the education of one teacher was about 56 francs.

Besides the primary schools there are 62 so-called "repetition-schools," (for the ben-

efit of adults;) 22 private schools, with 44 teachers; 6 infant-schools, with 10 teachers; 5 gymnasia, with 26 professors and 293 scholars; 9 drawing-schools, with 12 teachers and 395 scholars; 8 higher schools for boys, with 10 teachers, and 10 higher schools for girls, with 10 teachers, with a total of 484 scholars; and 1 lyceum, (superior school,) with 16 students. The total number of teachers of all grades is 614, or 1 to every 190 inhabitants. The annual expenditure for the lyceum and for gymnasia was 44,400 francs, and that for the higher schools 16,000 francs. The salaries of teachers in the elementary schools vary between 300 and 600 francs; those of the higher schools, between 1,300 and 500 francs; those of the gymnasia, between 1,100 and 1,600 francs; and those of the lyceum, between 1,600 and 2,000.

TEACHERS' SEMINARY.

The teachers of the canton all receive their education in the above-mentioned courses, but the establishment of a teachers' seminary is seriously contemplated; and in order to carry out this plan it is proposed to abolish one gymnasium and use the money thus saved for a seminary.

THURGOVIA.

(Area, 268 square miles. Population, 93,300.)

NEW SCHOOL-LAW.

The draught of a new school-law, approved by the teachers' conference of Thurgovia, was discussed by the cantonal council, without any definite result as yet, but there is every probability that the law will be passed. The chief points are: attendance at school is made obligatory for all children between the ages of 6 and 15; in special cases parents are permitted to retain their children at home till the age of 7; from the age of 6 till 12 every child must attend the every-day elementary school, and from the age of 12 to 15 the "repetition-school" in summer, and the every-day school in winter. Girls may leave school at the age of 14, but must, during the remaining year, attend the classes in singing and female work; six hours a week are devoted to instruction in the latter. No pupil is permitted to enter a higher school unless he has spent six years at an elementary school. The annual schooling is not to be less than 40 weeks, and not more than 42. During the first year at school, children are not to have more than 4 hours' school per day. The children of indigent parents are instructed gratis.

UNTERWALD.

(Area, 262 square miles. Population, 26,116.)

DEATH OF AN EMINENT FRIEND OF EDUCATION.

On the 2d of June, 1871, there died, at the village of Emmeten, the Rev. Niederberger. He spent his whole life as a simple country-parson, in the seclusion of an Alpine valley, but his influence was felt far beyond the narrow confines of his congregation. Poor himself, and with but a small salary, he was obliged to turn to others for money to carry out his benevolent plans, and for many years all his spare time was employed in wandering from town to town to collect money for the schools of his native canton. Thus he collected a sum of upward of 30,000 francs, which he used in endowing poor schools, founding new ones, for text-books and apparatus, and for assisting indigent teachers. The cantonal government honored him by passing a special vote of thanks to him, and by presenting him with a gold medal.

URI.

(Area, 422 square miles. Population, 16,107.)

THE CANTONAL SCHOOL AT ALTORF.

According to the last report, this school had two divisions, viz: a gymnasium with 5 classes and 15 scholars, and a real school with 3 classes and 20 scholars. Some branches of instruction are common to both. There are 4 teachers and 1 assistant. Instruction in Italian, drawing, penmanship, and singing is optional.

VALAIS.

(Area, 1,661 square miles. Population, 96,887.)

No report has been received from this canton.

VAUD.

(Area, 1,181 square miles. Population, 231,760.)

TEACHERS' SEMINARY.

The canton possesses a teachers' seminary (*école normale*) at Lausanne, in two divisions, viz: one for males and one for females. The course in the male division occupies four, and the one of the female division two years. No person is admitted as a student who is younger than 16 years of age. There are stipends varying between 20 centimes and 1 franc per day. Persons enjoying such stipends are obliged to go through the whole prescribed course, and afterward teach for at least two years in some public school. If these conditions are not complied with, half of the stipend must be refunded. There is no regular practice-school connected with the seminary, but opportunity is given to the students of the highest class for practicing teaching in the lowest class of the seminary. Great attention is paid to the instruction in modern languages, and agriculture and hygiene are combined with the instruction in natural sciences. The school-plan is arranged in the following manner:

	Male-teachers' division.					Female-teachers' division.		
	Class I.	Class II.	Class III.	Class IV.	Total.	Class I.	Class II.	Total.
	Hours.	*Hours.*	*Hours.*	*Hours.*	*Hours.*	*Hours.*	*Hours.*	*Hours.*
Religion	3	3	3	3	12	3	3	6
French	8	7	7	7	29	7	8	15
German	4	4	4	4	16	.....	.....	.....
Pedagogics	.....	1	3	4	8	.....	4	4
Swiss constitution	.....	.....	1	2	3	.....	.....	.....
Mathematics	4	5	5	4–5	18–19	3	3	6
Geography	3	3	3	2	11	3	2	5
History	2	2	2	2	8	2	2	4
Natural sciences	3	3	2–3	2–3	10–12	2	2	4
Vocal music	2	2	2	2–3	8–9	2	2	4
Instrumental music	2	2	2	2	8	.....	.....	.....
Penmanship	3	3	2	2	10	1	2	3
Gymnastics	4	4	2	2	12	2	2	4
	2–3	2–3	2–3	3	9–12	3	3	6
Housekeeping	.....	.....	.....	.....	.....	.....	2	2
Female work	.....	.....	.....	.....	.....	8	6	14
	40–41	41–42	40–42	41–44	.....	36	41	.....

ZUG.

(Area, 85 square miles. Population, 20,993.)

STATISTICS.

The number of primary schools is 51, with 2,212 scholars and 55 teachers, viz: 34 male and 21 female. Of this number 25 are lay and 30 clerical, so that the schools are pretty well under the influence of the clergy. The cantonal government contributes annually 3,419 francs toward the primary schools. The number of "repetition-schools" is 19, with 486 scholars. Of secondary schools there are 4, with 14 teachers and 130 scholars. There is one cantonal school, comprising a gymnasium, with 20 scholars, and a real-school with 32 scholars. The total number of teachers of all grades is 97, and the sum-total of their salaries amounts to 37,700 francs per annum. Toward the total sum expended for public instruction, the towns contributed 40,330 francs and the cantonal government 13,450 francs. The school-funds of all the towns amounted to 428,545 francs, of which 243,933 belonged to the city of Zug, with about 4,000 inhabitants.

ZURICH.

(Area, 685 miles. Population, 284,786.)

STATISTICS.

The number of primary schools is 366, attended by 32,466 scholars, and with 571 teachers; there are 334 female industrial schools, with 348 teachers and 9,860 scholars. The number of secondary schools is 59, with 92 teachers and 2,606 scholars, viz: 1,786 boys

and 820 girls. Besides these there are 25 industrial schools for apprentices, subsidized by the cantonal government, 24 private schools for adults, 31 private schools of different grades, (among which there are 3 reformatories.) There is also 1 teachers' seminary, with 131 students. The cantonal school numbered 348 scholars, viz: 206 in the gymnasium, and 142 in the real-school. The university had 352 students and 78 professors. Thus the total of teachers of all grades is about 1,000, and that of scholars 69,252.

The primary-school fund amounts to 5,262,000, and the secondary-school fund to 581,000 francs, making a total school-fund of 5,843,000 francs. The cantonal government contributes 271,216 toward the primary schools, 15,812 toward the secondary schools, and 17,202 francs toward teachers' pensions; 3,575 francs were appropriated for the education of teachers in secondary schools.

STATISTICS OF ILLITERACY.

The annual examination of recruits showed the following results: Of 1,440 recruits who were examined 301 could read very well, 634 well, 414 indifferently, 83 but poorly, and 8 could not read at all; 167 could write very well, 461 well, 562 indifferently, 245 but poorly, and 5 could not write at all; 302 could do arithmetic very well, 582 well, 391 indifferently, 160 but poorly, and 5 had no knowledge of it at all.

OBJECT-LESSONS.

The educational council of the canton had determined some time ago to publish a large work on the subject, comprising about 100 plates, and Mr. Wettstein was commissioned to prepare it. The work was completed in July, 1871, and is divided into three parts, viz: Botany, zoology, and natural philosophy. The price of the work is 45 francs.

PESTALOZZI SOCIETIES.

The Pestalozzi Society at Schlieren, which aims at a reform of morally-neglected children, numbered 26 pupils in its institution, which has two divisions, viz, a primary and a secondary one.

The Pestalozzi Society in Waedensweil, existing for twenty-five years, has for its object the clothing of poor children of school-age. The society has 377 members, and has, during the twenty-five years of its existence, distributed clothes to 2,754 poor children, amounting in value to 21,600 francs.

FEMALE STUDENTS AT THE UNIVERSITY.

There are at present 20 female students at the Zurich University, most of whom study medicine.

THE FEDERAL POLYTECHNIC SCHOOL.

The only educational institution which is under the authority of the federal government is the Federal Polytechnic School at Zurich, founded in 1855, and located in a magnificent building on a height overlooking the city. The school undoubtedly ranks among the best in Europe, both by the large number of prominent men of science among its teachers and by its very excellent apparatus and libraries.

SCHOLASTIC YEAR.

The scholastic year commences in the middle of October, and is divided into two terms, the winter-term lasting till the end of March, and the summer-term commencing about the middle of April.

CONDITIONS OF ADMISSION.

Every candidate for admission must, by the 10th of October at the latest, hand in to the director the following papers:

1. A written application for admission, containing full name and birthplace of the candidate, and the studies he wishes to pursue.
2. A written permit from parents or guardians.
3. A passport or certificate of birth, showing that the candidate is 17 years of age.
4. A certificate of good moral conduct, signed by the authorities of the school or college which the candidate has attended.
5. Certificates regarding the studies hitherto pursued.

FEES.

Every student on entering must, without fail, pay the following fees to the treasurer in the week between the 23d and 28th of October: 100 francs lecture-fees; 5 francs for the library; 5 francs for the sick-fund; 5 francs inscription fee; 40 francs for use of the laboratory; 10 francs for the metallurgic laboratory; 5 francs for the model-workshop; and from 12 to 20 francs for the physical cabinet—total, from 182 to 190 francs.

DIFFERENT SCHOOLS.

The polytechnic school is subdivided into the following 8 schools:

1. School of architecture, with a course of three years.
2. School of engineering, with a course of three years and a half.
3. Mechanico-technical school, with a course of three years and a half.
4. Chemico-technical school, with a course of two years and a half.
5. School of agriculture and forestry, in two divisions:
   - *a.* School of forestry, with a course of two years.
   - *b.* School of agriculture, with a course of two years.
6. School of mathmatics and natural sciences, in two divisions:
   - *a.* School of mathematics, with a course of three years.
   - *b.* School of natural sciences, with a course of three years.
7. General school of philosophy and political economy, in five divisions:
   - *a.* Natural sciences.
   - *b.* Mathematical sciences.
   - *c.* Philology and literature.
   - *d.* Historical and political sciences.
   - *e.* Fine arts.

To give a better idea of the subjects lectured on in this seventh division, we extract from the programme of the school for the winter-term of 1871–'72 the subjects of subdivisions *c*, *d*, and *e*.

c. Philology and literature.

History of the German theater, with a comparative view of the modern stage of other nations, 2 hours per week.
Reading and explanation of the second part of Göthe's Faust, 1 hour per week.
The works of the modern Italian poets Leopardi and Niccolini, 2 hours per week.
Italian language, 4 hours per week.
The English literature of the present century, 1 hour per week.
Shakespeare's "Merchant of Venice," 2 hours per week.
Wordsworth's poems, 1 hour per week.
English language, 2 hours per week.
Modern French historical and poetical writers, 2 hours per week.
French language, 3 hours per week.
Shakespeare's great dramas, (by another professor,) 3 hours per week.

d. Historical and political sciences.

History of the age of Frederick the Great and of the French revolution, (1740–1800,) 3 hours per week.
History of the French-German war of 1870–'71, 2 hours per week.
History of ancient art from Egypt to Pompeii, 4 hours per week.
History of modern painting from the discovery of oil-painting, 2 hours per week.
Political economy, 3 hours per week.
Financial science, 2 hours per week.
History of commerce and industry during the last one hundred years, 1 hour per week.
Swiss constitution, 2 hours per week.
History of Swiss art, 2 hours per week.
History of Hungary from the battle of Mohacs (1526) till the complete expulsion of the Turks, 1 hour per week.
Commerce, industry, and private and social life in Rome during the time of the emperors, 2 hours per week.

e. Fine arts.

Ornamental drawing and decorations, 4 hours per week.
Landscape-drawing in water-colors, Indian ink, and lead-pencil, 4 hours per week.
Figure-drawing, 9 hours per week.
Exercises in modeling and stone-cutting, 9 hours per week.

8. Preparatory class of mathematics, with a course of one year.

STATISTICS.

The number of professors and private professors (*Privatdocenten*) is 64. The total number of matriculated students was 648, besides 281 "*Auditoren*," *i. e.*, persons attending some special lectures. The students were distributed in the following manner:

Name of school.*	Swiss.	Foreigners.	Total.
School of architecture	20	5	25
School of engineering	53	177	230
Mechanico-technical school	59	82	141
Chemico-technical school	28	48	76
School of agriculture and forestry	15	2	17
School of mathematics and natural sciences	34	2	36
Preparatory class	23	100	128
Total	232	416	648

*The general school of philosophy and political economy has not been mentioned in the above table, as students from all the other schools, enumerated at the same time, attend lectures in this school.

Of the 232 Swiss students, the largest number (64) are from the canton of Zurich; Argovia follows next with 24 students; and the smallest number (1) is from the canton of Uri.

The foreigners are distributed in the following manner:

Country.	School of architecture.	School of engineering.	Mechanico-technical school.	Chemico-technical school.	School of agriculture and forestry.	School of mathematics and natural sciences.	Preparatory class.	Total.
Germany		14	11	13		1	12	51
Austria	5	92	42	16			40	195
Russia		34	8	7	1		20	70
Italy		13	11	4			15	43
Great Britain		2	2	1			3	8
Netherlands			1					1
Greece		6					3	9
Sweden and Norway		4	3	2			1	10
Denmark		5	1					6
France		4					2	6
Turkey		1	2	3		1	2	9
Brazil			1					1
North America				2			2	4
India					1			1
Egypt		2						2
Total	5	177	82	48	2	2	100	416

FEDERAL ACTION WITH REGARD TO THE JESUITS AND OTHER RELIGIOUS SOCIETIES.

On the 11th May, 1871, the federal revision-committee (to revise the federal constitution) passed the following resolutions: "No person is obliged to pay anything for church-purposes to any sect or religion of which he is not a member. Religious dogmas do not free any one from the fulfillment of his duties toward the state. The federal and cantonal authorities are empowered to uphold peace between the different religious denominations, and to protect officers of the government and private citizens against any encroachments on their rights by the ecclesiastical authorities. The Order of the Jesuits and the religious societies affiliated with it cannot reside in any portion of Switzerland, and their members are forbidden any and every interference in church and school. The establishment of new convents and the re-establishment of defunct convents are forbidden."

COMPULSORY EDUCATION.

The national council (the legislative power) at Berne, after a lengthy discussion, on the 22d December, 1871, passed a resolution that the cantonal authorities should be

obliged to introduce compulsory and gratuitous instruction in all the primary schools, but that the federal authorities should be empowered to fix the minimum of education in the primary schools of all the cantons by suitable laws.

TURKEY.

(Absolute Monarchy—Empire, (Sultanate.) Area: Turkey in Europe, 207,438 square miles; Turkey in Asia, 660,870 square miles; Turkey in Africa, 943,740 square miles—total, 1,812,048 square miles. Population: Turkey in Europe, 16,035,000; Turkey in Asia, 16,463,000; Turkey in Africa, 10,000,000—total, 42,498,000.)

Minister of public instruction, AHMED VEFIK-EFFENDI.

LECTURES ON TURKISH LAW.

In order to further a higher standard of education, the government has established an annual course of lectures on Turkish law.

PRIZES FOR TURKISH TEXT-BOOKS.

The government has likewise set prizes for the best text-books written in the Turkish language. The highest prize ($576, gold) will be given for a Turkish grammar; 11 first prizes and 11 second prizes will be given for text-books on morals, history, biography, geography, poetry, orthography, reading, and writing. The lowest prize is to be $144, gold. It is the intention of the government to make the schools more and more national, and to abolish the old Arabian system. It is hoped that thereby the historical, biographical, and poetical works of Turkish literature will be made more popular, which hitherto were only known and read in the houses of the rich.

THE IMPERIAL LYCEUM.

The Imperial Turkish Lyceum at Galata-Serai, founded by the present Sultan, Abd-ul-Aziz, is under the direction of M. de Salve, formerly director of the College of Marseilles, France. The language of instruction is French. The scholars, who are admitted irrespective of religious creed, are to receive a higher scientific education, so as to prepare them for all branches of the civil service. The course of studies lasts 10 years, 3 of which are spent in the preparatory classes, 6 in the course proper, and 1 in a special course. The number of professors, exclusive of the director, is 40. The organization is entirely military, and all the students are uniformed.

EDUCATION IN SERVIA.

Servia is a tributary state, with a population of 1,216,186. It is an almost independent principality, with a ministry and an army of its own. The Servians are a very promising race, and Servia is by many considered the "state of the future" of the Balcan Peninsula—the nucleus of a future great empire. The minister of ecclesiastical affairs and public instruction is D. Matitch. The Servian congress, in May, 1871, unanimously passed the new school-law, re-organizing the whole system of public instruction from the highest to the lowest grade, making education compulsory, and establishing several teachers' seminaries. The first seminary has been established in Kragujevacs, and Stephen Popovits, a gentleman who has received his education in Germany, was appointed director. Two more seminaries are to be established at Zombor and Pakracz, both of which are to be for male and female students. Congress has, in the most liberal manner, appropriated the necessary sums of money to carry out all these measures.

AMERICAN MISSIONARY COLLEGES.

New colleges are springing up now, about as common schools did a century ago, and they are now the cheering signs of advancing civilization and intelligence, just as common schools were once. The missionaries are about to establish a college for Armenians at Aintab, in addition to the two which they have in flourishing progress, Roberts College, in Constantinople, and Syrian College, at Beirut.

THE TURKISH PRESS.

From a very interesting letter, by Dr. A. D. Mordtmann, in Constantinople, written in November, 1872, to the weekly journal Ueber Land und Meer, (Over Land and Sea,)

published at Stuttgart, Germany, we gather the following facts concerning the Turkish press:

Formerly the periodical press of Turkey was under the strictest government supervision, (*Censur.*) In 1865 a new press-law was promulgated, fashioned after the French imperial model, according to which journals, in case of giving offense to the government, were first warned, then suspended, and finally suppressed. This law was, however, again declared null and void during the Cretan insurrection, in 1867, and since then the Turkish press is exposed to the most arbitrary measures.

The oldest of all the journals is the official government paper, Takvim ül Vakajé, published entirely in the Turkish language, and appearing at very irregular intervals, sometimes not oftener than once a month.

There are other government papers, viz: Hakaik ül Vakajé, (The Truth of Events,) a semi-official paper, likewise in the Turkish language; Dsheri dé-i Askerié, (The Military Journal,) the official organ of the war ministry; and Dsheri dé-i Tibbié-i Askerié, (Journal of Military Surgery and Medicine,) published monthly.

Opposition papers in the Turkish language are Bassiret, (Wit,) Dsheri de-i Havadic, (Journal of News,) Ibret, (The Model,) and Devr, (The Epoch.) Of these the Ibret is at present suspended, and the Devr, which on the 29th August, 1872, appeared for the first time, was immediately suspended, on the following day, for one month, so that, in the full sense of the word, it can be called ephemeral. All the above-mentioned journals are published in Turkish. There are several journals published in Turkish and some other European language: the official journal of the ministry of commerce, published weekly under the double title Takoim ül Tydsharet and Moniteur du commerce, and Diogenes, a weekly satirical journal, published once a week in French, once in Armenian, once in Greek, and once in Turkish. El Dshewaib (The News) is a paper published in Arabic, and edited in a very able manner by a Syrian, Ahmed Faris Shiddiak Effendi; in Constantinople it is read but little, but has a large circulation in Syria, Egypt, and Tunis.

Of considerable importance are the journals published in French and English. The oldest of the former is the Courier d'orient, established in the first quarter of the present century. It is the organ of the French legation, and is edited in an ultramontane Roman Catholic spirit. The Turquie (formerly Journal de Constantinople) is a semi-official government paper, edited by a Roumanian, Mr. Bordeano. The Phare du Bosphore, edited by a Greek from Alexandria, Mr. Kyriakopulo, is an able paper; it is decidedly anti-French, favoring Germany, an enthusiastic defender of the Greek interests, and untiring in its warfare against the Roman Catholic church and the Jesuits. The Union d'orient, edited by a French physician, Napoléon Delonguy, is an insignificant paper. The Orient illustré is a weekly illustrated journal, edited by a Greek, de Roïdi, and two French Jesuits, Portier and Bouge. It is difficult to decide which is worse in this journal, the reading-matter or the illustrations (lithographic.) The Gazette médicale is a good scientific journal, the organ of the Medical Society of Constantinople, and is published monthly.

Of English papers there are two, viz: The Levant Herald, published daily, half in English and half in French, but every Wednesday entirely in English. It was formerly edited by an English lawyer, McCoan, who, in September, 1872, sold it to a bank in Constantinople. Its present editor is Mr. Whitacker. It is undoubtedly one of the best journals published in Turkey. The Levant Times is likewise published in English and French. Its editor is Mr. Laffan Hanly, and it is mainly devoted to the shipping interest.

The following are the journals published in the Greek language: Ἀνατολικὸς Ἀστηρ, (The Star of the Orient,) the official organ of the patriarch of the Greek church at Constantinople; and Βυζάντις, a semi-official government paper. All the other Greek journals, viz, Κωνσταντινούπολις, Νεόλογος, Τύπος, (The Press,) and Θεάτης, (The Spectator,) are more or less opposition papers. Another journal, Ἀνατολὴ, is published in the Turkish language, but in Greek letters; it is a well-edited journal, and is the organ of the Greeks in Asia Minor. Ευρυδικη is a literary journal.

The Armenian press of Constantinople is exceedingly active, and has contributed much toward the general progress of the nation. The Armenian journals are: Massis, (Ararat,) the official organ of the Armenian patriarch at Constantinople, The Ararat, (Ararat,) The Orakir, (The Journal,) The Pogh, (The Trumpet,) the Jeprat, (The Euphrates,) the Mamul, (The Press,) the Meghu, (The Bee;) both the last-mentioned are satirical journals; the Manzumi-i-Efkiar, (The Order of Opinions,) and the Medshmua-i-Havadis, (The Collection of News,) are both published in the Turkish language, but with Armenian letters. Many, chiefly scientific articles, are however printed entirely in Armenian.

There are two journals in the Bulgarian language, viz: Turcia, a semi-official paper, and Makedonia, edited in the Pan-Slavistic interest, and lately suspended on that account.

There is finally a Jewish journal, the Journal Israilié, published in Spanish, but with Hebrew letters. It represents the Jewish interests, and is ably edited.

Some years ago there appeared in Constantinople a journal in the Persian language, the Türkistan, which, however, soon became defunct. The same fate befell a small German paper started a few years ago.

APPENDIX I.

GENERAL STATISTICS OF ILLITERACY ACCORDING TO MR. MANIER.

Mr. J. Manier, of Strasburg, has published a map showing the general illiteracy of Europe in different colors. Seven countries are very dark, viz: Russia, Poland, Moldavia, Wallachia, Spain, Portugal, and the late Papal Dominion.

In Russia there are 996 illiterates among every thousand of the population; in Poland, only 9 out of every 100 can read and write; in Spain, only 35 out of every 100 men and 14 out of every 100 women; in Italy, 32 out of every 100 men and 19 out of every 100 women; in Hungary, more than half of all the children of school-age do not attend any school at all; in Croatia, only 20 out of every 100 children of school-age attend school. The following countries are of a lighter color: Great Britain, Belgium, and France; the average of illiterates in these countries was below 50 per cent. Germany, Switzerland, the Netherlands, Denmark, Norway, and Sweden have the lightest color, for in these countries but few children can be found who do not attend school.

Comparative expenditure for war and education.

Country.	Out of every 1,000 francs of the annual expendture, there are paid—	
	For the army.	For education.
France	395	11
Prussia	276	14
Austria	270	19
Bavaria	219	22
Würtemberg	218	47
Saxony	214	37
Baden	182	33
Canton de Vaud, Switzerland	150	110

Sums expended for education per individual.

	Francs.
Russia expends for the education of each individual	0.29
Spain expends for the education of each individual	0.40
Italy expends for the education of each individual	0.41
France expends for the education of each individual	0.55
Great Britain expends for the education of each individual	1.19
Switzerland expends for the education of each individual	1.79

APPENDIX II.

COURSES OF INSTRUCTION IN VARIOUS SPECIAL SCHOOLS IN EUROPE.

Some of the countries of Europe possess various very excellent special schools, which are either entirely unknown with us, or exist only in a very imperfect condition. To illustrate the manner in which some of these schools are managed, the courses of instruction in some of the best of them are given below.

SCHOOLS OF FORESTRY.

Most European countries possess one or more of these important schools, which more than anything else have contributed toward the preservation and better cultivation of forests. Among the best schools of this kind are those of Austria, which possesses vast public and private forests. Instruction in forestry is divided into three grades, viz, lower, middle, and superior.

1. *Lower instruction.*—The aim of the schools of this grade is to prepare young men for assistant foresters and for superintendents of smaller private or communal forests. The instruction is given by an experienced forester and an assistant teacher. The course of instruction lasts from one to two years, and embraces the following subjects: forest calculations, practical geometry, botany, knowledge of animals useful and hurtful to forests, knowledge of game, arboriculture, most profitable methods of managing a forest, and composition. Five hours a day are devoted to theoretical instruction in the house, and at least ten hours to practical instruction in the forest. Conditions of admission are a good elementary education, age more than fifteen, good health, and moral conduct. Examinations are held in each study at the end of the course; if passed satisfactorily, a certificate to this effect is given. The fees for one year for board and instruction are 250 florins, and 10 florins extra for excursions—altogether, 260 florins.

2. *Middle instruction.*—The aim of these schools, of which there are two, is to prepare competent foresters and hunters. The course of instruction lasts two years and embraces the following subjects:

1*st year.*—History of forestry, arithmetic, algebra, theoretical geometry, trigonometry, stereometry, drawing of plans and maps, forestry, knowledge of game, entomology, botany, natural philosophy, chemistry, geology and mineralogy, natural and artificial cultivation of forests, practical exercises in making ocular estimates of the value of forests, forest business correspondence and book-keeping.

2*d year.*—Practical geometry, forest architecture, drawing of maps and plans, forest technology, knowledge of game, physiology of plants, forest business correspondence and book-keeping, forest and game laws.

The conditions of admission are, at least, an education as acquired in the lower classes of a gymnasium and a real-school, a satisfactory apprenticeship of at least one year with some practical forester, the age of 18, bodily health, good moral conduct, and written consent of parents or guardians. Examinations are held in each study every half-year, for each of which certificates are given. At the end of the whole course each student must pass a rigorous examination, for which a certificate is given, which enables him to enter the public or private forest-service. The annual fee for instruction alone is 40 florins.

3. *Superior instruction.*—This is given at the Imperial Academy of Forestry at Mariabrunn.

The aim of this academy is to give a thorough theoretical and practical instruction in forestry. It is under the immediate administration of the ministry of agriculture, and has one director and four professors. The course of instruction lasts three years, and embraces the following subjects:

1*st year.*—Mathematics, (5* hours per week;) descriptive geometry, (I, 6, II, 8;) chemistry, (10;) botany, (II, 6;) cultivation of forests, (*Forstbenutzung,*) (I, 5;) surveying of forests, (II, 6;) knowledge of game, (I, 4;) drawing maps of forests, (I, 4.)

2*d year.*—Mechanics and machinery, (7;) geodesy, (II, 9;) entomology, (I, 3;) knowledge of soil and climatology, (I, 5;) forest technology, (II, 5;) preservation of forests, (*Forstschutz,*) (I, 2;) cultivation of forests, (II, 9;) calculation of profits from forests, (I, 9;) forest-laws, (2;) drawing maps of forests, (I, 4.)

3*d year.*—Geodesy, (II, 11;) architecture, (7;) organization of forest administrations and calculations of value of forests, (I, 7;) arrangement of *personnel* of forest administrations, their duties, &c., (I, 2;) forest business-routine, (II, 4;) forest book-keeping, (I, 2;) drawing maps of forests, (I, 4;) political economy, (3;) agriculture, (2.)

The academy possesses a very valuable library, containing nearly all the works ever published on the subject of forestry, a chemical laboratory, a museum of natural history, a museum of forestry, a botanical and propagating garden, and the very extensive imperial forests in the immediate neighborhood for practical exercises.

The conditions of admission are as follows: All the students are either termed "ordinary" or "extraordinary" students, the former going regularly through the complete course of studies as prescribed in the programme, the latter only attending those lectures they wish to hear. The conditions for admission for students are a completed course in a real-school or a gymnasium, age 18, one year's apprenticeship with some forester, and pupils of gymnasium, besides sufficient advancement in geometrical and free-hand drawing. The fees are 50 florins per annum for instruction for ordinary students, or 1 florin 50 kreutzers per week for each lecture. The examinations are oral and written, embrace all the subjects taught at the academy, and are very strict. The final examination for office in the forest-service is made in two parts, between which there must be an interval of three months.

* There are two classes or divisions; where there is only one figure given the hours of instruction are in common to both; the figures I, II, denote that there is a difference in the number of hours of instruction for each class, as shown by the following figure.

SCHOOLS OF VETERINARY SURGERY.

As a good example of this kind of schools, we select the Imperial School of Veterinary Surgery at Vienna. The aim of this school is to educate veterinary surgeons for the army and the civil service, to further the science of veterinary surgery, to treat sick animals of every kind in its large and well-appointed hospital, and to be highest scientific authority in all legal cases where there is any question of veterinary surgery to be decided.

Course of studies.—The course of studies for students lasts three years, and for doctors of medicine and surgery who have obtained their degree at some university only two years. The course differs accordingly.

a. Course for students:

1*st year.*—Introduction to the study of veterinary surgery, (5 hours a week for 2 weeks;) descriptive, topographical, and surgical zootomy of all the domestic animals, and short review of the most important functions of the different organs, (5 hours;) natural philosophy and chemistry applied to veterinary surgery, (5 hours;) natural history, dietetics, and difference of races of all the domestic animals, (3 hours;) botany, as applied to veterinary surgery, (II*, 5;) theory of horseshoeing, (I, 2;) practical exercises in the dissecting-room and in the shop for horseshoeing.

2*d year.*—General pathology and pathological zootomy, (I, 5;) zoophysiology, (I, 2;) pharmacognosy and writing prescriptions, (I, 5;) breeding and raising of domestic animals, (II, 5;) use of instruments, methods of bandaging and harnessing, (II, 3;) agriculture, practical exercises in dissecting and horseshoeing.

3*d year.*—Special medical and surgical pathology and therapeutics, and attendance in the hospital for at least 1½ hours every day; operations and obstetrics, with practical exercises, (3;) veterinary surgical jurisprudence, and exercises in drawing up reports, (I, 2;) epidemics and sanitary precautions, with practical exercises in the hospital, (II, 5;) history and literature of veterinary surgery, (II, 1;) practical exercises.

b. Course for physicians and surgeons:

1*st year.*—Introduction to the study of veterinary surgery, zootomy, and zoophysiology; natural history, dietetics, and knowledge of the different races of domestic animals; botany applied to veterinary surgery; pharmacognosy; writing of prescriptions; use of instruments and bandages; agriculture; horseshoeing; breeding and raising of domestic animals; practical exercises in the dissecting-room and the horseshoeing-shop.

2*d year.*—General pathology and pathological zootomy; special medical and surgical pathology; therapeutics and clinics; operations; veterinary surgical jurisprudence; epidemics and sanitary precautions; history and literature of veterinary surgery; practical exercises.

The conditions of admission are Austrian citizenship; age not less than 17 and not more than 24; health and good moral conduct; a course satisfactorily completed at a lower gymnasium or a lower real-school. There are examinations at the end of every year and a rigorous examination at the end of the whole course, for which certificates are given, which entitle the student to a place as veterinary surgeon in the army or in the civil service. A special course of horseshoeing for private cavalry and artillery soldiers is connected with the school. Conditions of admission are only reading and writing and some little knowledge of horseshoeing. The course lasts two years; if completed satisfactorily, a certificate of "privileged horseshoer" is given.

SCHOOLS OF NAVIGATION.

All the sea-faring nations of Europe possess a number of these schools of different grades. We give below the organization of the School of Navigation at Stettin, Prussia.

This school is intended to train mariners and masters of merchant-vessels. It has a director, two professors, and an assistant, who teaches drawing. To be admitted to the lowest class, the candidate must be able to read and write, be acquainted with elementary mathematics, and must be able to write a fair composition in German. The lessons are given during 32 hours a week, and during three years, the first year being a course for pilots, while during the last two is taught the art of navigating the high seas. The course in pilotage embraces the following subjects: arithmetic, plane geometry, carpentering, plane and spherical trigonometry, navigation, terrestrial and astronomical observations, drawing of sea-charts and astronomical maps, and English. That of the higher division comprises the preceding studies carried further, rigging, drawing the different parts of a vessel, the commercial rules relative to ships' papers, and to the course of exchange at the principal commercial ports, &c.

On leaving school an examination is held, and a certificate of proficiency awarded to

*There are, as in the school of forestry, 2 classes or divisions; where there is only one figure, the hours are the same for both classes, and where there are two, the first indicates what class has the instruction, and the second how many hours.

those who pass it in a satisfactory manner. This certificate is the basis of all promotion to any of the different stations of command of a merchant-vessel. The fees, paid quarterly, are six thalers for the pilot's course, and ten for the higher course in navigation.

SCHOOLS FOR NURSES, (MIDWIVES.)

Of these, most countries of Europe possess a number, and no woman is allowed to practice as midwife unless she can show a certificate from one of these schools. Austria alone possesses eight such schools, and instruction of the same kind is also given to women at the faculties of medicine in the universities and at the schools of surgery. A large number of apprentice-midwives receive considerable pecuniary assistance during their studies from the provinces and townships. Candidates must be at least 24 years of age, and less than 50; must be able to read and write; be of good reputation, and of healthy constitution. The course of instruction occupies, according to circumstances, four, five, or six months. It is both theoretical and practical, and is given by a professor of obstetrics, aided by a midwife and a nurse. In most of the schools there are two promotions yearly. On leaving, the pupils have to undergo a severe examination, for which those who have the means pay a fee of 30 florins. In the Austrian schools for midwives more than 1,200 midwives are instructed every year.

II.—ASIA.

CHINA.

(Absolute Monarchy—Empire. China proper, area, 1,297,999 square miles. Population, 420,000,000.)

No report has been received this year.

INDIA.

(Area, 1,553,136 square miles. Population, 201,593,978.)

No proper report has been received, but from other reliable sources a few interesting facts are given.

STATE OF EDUCATION.

In India much has been done for an improvement in the state of public instruction, but by no means sufficient; for among a population of about 190,000,000 (in British India) only 622,342 children received instruction, which was given in public, semi-public, (subsidized by the government,) and private schools. Some rich Parsees, in Bombay, have spent considerable sums for benevolent and educational purposes. Sir Jamsetjee Jejeeeboy gave £200,000, and Mr. Kustumjee Jamsetjee £10,000, for furthering English education in Bombay and Guzerat.

The education of females was hitherto very much neglected, but of late a great improvement is taking place. Thus there were, in 1861, in Calcutta, only 16 schools for native girls, with 395 scholars; in 1870 there were 284 schools for girls, with 6,569 scholars. Among the better classes of Hindoos in the cities, many highly-educated ladies are found, so that now a special ladies' journal, the "*Behamabodhini Pattrica*," appears at Calcutta, and has quite an extensive circulation. It often contains very valuable contributions, in prose and verse, on historical, social, and literary questions, by native ladies.

JAPAN.

(Absolute Monarchy—Empire. Area, about 156,604 square miles. Population, about 35,000,000.)

Minister of public instruction, OKI.

Through the kindness of Mr. Mori, Japanese minister at Washington, we are enabled to give an outline of the new Japanese school-law, which, though perhaps not yet actually carried out, will no doubt soon be in force.

AIM OF THE NEW SCHOOL-LAW.

There have been schools in Japan for many years, but, from their imperfection or misdirection, they benefited the upper classes only. Farmers, mechanics, traders, and

women were left in ignorance. Even among the upper classes education was very imperfect, and more devoted to art, literature, and useless discussions than to anything practical. The new school-law aims at leaving none in ignorance in any class, male or female.

HIGHEST EDUCATIONAL AUTHORITY.

The management of educational affairs throughout the whole country shall be in the hands of one central authority, the department of education.

EDUCATIONAL DIVISIONS OF THE COUNTRY.

It is proposed to divide the empire into eight grand divisions, called collegiate divisions. Each division has a central office, located in some large city, with an officer in charge.

The eight grand divisions are made up of 72 provinces and 3 cities. Each grand division or collegiate district is divided into 32 academical districts, each to contain a middle or high school; and each academical district is subdivided into 210 school-districts, each to contain one school. There being 256 academical districts, the whole number of school districts is 53,760. The exact localities of the school-districts are to be determined according to the population and convenience of access.

SCHOOL-ADMINISTRATION.

There shall be appointed in every academical district by the local authorities from 10 to 13 directors, (superintendents,) each to superintend and control from 20 to 30 schools. The salary of these superintendents shall be paid out of the fund derived from local taxes. If this is impossible, it shall be paid out of the treasury of the central government for the present.

Every child, male and female, of all classes, is to be sent to school from the age of 6 years, and must attend school long enough, at least, to finish the course in the elementary schools.

The rules and by-laws of all schools, public and private, must be submitted to the educational department every year, as also a report of the number of scholars and their progress.

Every collegiate division shall have one bureau, with a director and a sufficient force of clerical assistants, who shall watch the progress of the scholars and observe the practical working of the system. In consultation with the local authorities, the director may so modify or amend the rules as to suit the particular locality, but such amendments must be limited to unimportant matters, and be reported to the department of education.

The director of each collegiate division shall transmit all the reports from the school-superintendents to the department of education, where these reports will be printed for the public use.

DIFFERENT KINDS OF SCHOOLS.

There are to be three classes of schools, viz: great learning, (superior;) middle learning, (secondary;) and small learning, (elementary.)

ELEMENTARY SCHOOLS.

The different grades of elementary schools are: common schools, girls' schools, village-schools, charity-schools, private-schools, infant-schools, evening-schools, and schools for imbeciles, &c.

Infant-schools are for children under 6 years of age, both male and female.

Private schools must have a license.

Charity-schools are for the children of indigent parents.

Village-schools are to be established where the population is sparse, and in these schools the rules may be somewhat modified to suit the condition of the people.

Evening-schools may be provided for those who cannot afford to attend school during the day.

The girls' schools, besides the regular studies, will embrace in their course some of the domestic arts especially appropriate for females.

The common (public) schools shall have two grades, the lower and upper.

In the lower grade the following branches shall be taught: Spelling, writing, conversation, vocabularies, reading, morality, letter-writing, grammar, arithmetic as far as division, instruction by lectures upon health, outline of geography, outline of natural philosophy, gymnastic exercises, singing, (the last-mentioned not for the present.)

In the upper grade the following subjects will be taught: Outline of history, geometry, trigonometry, outline of botany, chemistry, physiology. According to the wants

of particular localities the following four subjects may be added: One or two foreign languages, book-keeping, drawing, and constitution of government, (political economy.) The lower grade is for children between 6 and 9 years, and the upper for those between 10 and 13.

SECONDARY SCHOOLS, (MIDDLE LEARNING.)

In the secondary schools, (academies,) scholars are admitted who have received the education prescribed for public schools; and these shall be divided into two grades, upper and lower.

Lower-grade academies will teach the following subjects: Japanese language, arithmetic, writing, geography, history, foreign languages, natural philosophy, drawing, ancient Japanese words, geometry, algebra, book-keeping, natural history, chemistry, moral science, physiology, constitution of government, statistics of the country, music, (the last not for the present.)

Upper-grade academies will teach the following subjects: Japanese language, foreign languages, natural philosophy, trigonometry, ancient Japanese words, geometry, algebra, book-keeping, chemistry, moral science, surveying, political economy, zoology, botany, geology, mineralogy, mental philosophy, astronomy.

The lower grade is for scholars between the ages of 14 and 16, and the upper for those between 17 and 18.

Private schools which receive a certificate giving permission to teach an academical course may be called private academies.

Agricultural academies are those specially designed for instruction in agriculture.

Academies for foreign languages are for those who are to enter into commercial business. All the schools which teach languages only may be placed in this class.

Commercial or business academies are purely for commercial purposes, and shall be established in cities.

Industrial academies shall teach all kinds of industrial arts.

SUPERIOR SCHOOLS, (GREAT LEARNING.)

These schools will teach professional branches, viz: Logic, literature, law, and medicine.

NORMAL SCHOOLS.

Normal schools are to be established to provide the teachers required for the public schools.

TEACHERS.

Teachers in the public schools are to be selected from those above 20 years of age, irrespective of sex, who have a certificate that they are graduates of a normal school, or have graduated from an academy.

Teachers in academies must be over 25 years of age, and must present a college certificate of graduation.

Teachers in colleges must have obtained the title of "professor."

SCHOLARS AND EXAMINATIONS.

All scholars are required to go through the regular course; and in passing from one grade to another they must be subjected to examinations. Examinations must also be undergone before passing from one class of schools to another.

Poor scholars of decided ability will be pecuniarily assisted by the government, and obliged to refund the sums advanced in course of time.

STUDENTS ABROAD.

All students sent abroad at the public expense shall be under the control of the central department of education. There shall be two classes of students sent abroad; one shall be called freshmen or the second class, and the other the first class; the former to be selected from among the graduates of academies, and the latter from among the graduates of colleges. In order to become a student abroad an examination is to be passed and certificates of good moral character must be produced. The limit of the period for students abroad of the second class shall be five years, and that of the first, three years. The number of second-class students is limited to 150, and that of the first class to 30. While abroad, such students will be under the supervision of the minister resident in the respective countries.

GENERAL EXPENSES FOR EDUCATION.

The public money for the purposes of education shall be exclusively controlled by the department of education. The government will assist as much as possible all classes impartially in gaining an education.

The public support of education shall be in accordance with the following conditions for the present:

1. For the salaries of foreign teachers and other incidental expenses.
2. For buildings and repairs of school-houses and colleges, books and apparatus, &c.
3. For academic buildings, repairs, books, apparatus, &c.
4. For the educational fund to be advanced to poor students.
5. For the expenses of the various bureaus of school-superintendents.

In every class of schools a tuition-fee has to be paid.

PERSIA.

(Absolute Monarchy—Kingdom. Area, 648,000 square miles. Population, about 5,000,000.)

Minister of commerce and public instruction, PRINCE ALI-KAULI-MIRZA.

No report has been received.

SIAM.

(Feudal and absolute Monarchy—Kingdom. Area, about 250,000 square miles. Population, 6,300,000.)

No report has been received.

III.—AFRICA.

ALGIERS.

(French colony. Area, 150,576 square miles. Population, 2,921,246.)

SCHOOL-ORGANIZATION.

The primary-school system of Algiers has been regulated by the law of July 14, 1850. According to this law, primary schools for instructing Mohammedan children in French and Arabic were to be established in the cities of Algiers, Constantine, Bona, Oran, Blidah, and Mostaganem, and likewise in some other cities if there should be any demand for them. Instruction is given free of charge, and comprises reading and writing of Arabic, reading and writing of French, French grammar, arithmetic, weights and measures. At the head of every school there is a French director, who is recommended by the prefect of the district, and appointed by the governor-general. He must possess a certificate as primary-school teacher, and a certificate that he is conversant with Arabic. He is assisted by a Mohammedan teacher, who is appointed by the prefect on the recommendation of the local mufti, or kadi. The salary of the director is 1,200 francs, and that of the assistant, 600. Besides this, they divide the school-fees, (1 franc per month for every scholar,) so that the director receives two-thirds and the teacher one-third. All these schools were only for boys.

By the same law, the establishment of girls' schools was decreed in the cities of Algiers, Constantine, and Bona. They are similarly organized as the boys' schools, only that needle-work also is taught. The salary of the directress is 1,000 francs, and that of the assistant teacher, 500.

The same law also provided for adult schools in Algiers, Oran, and Constantine. Instruction is given in these schools entirely free of charge, and the teachers receive a salary varying between 600 and 1,000 francs. The course of instruction embraces elements of the French language, arithmetic, history, and geography, and instruction is given at least three times a week. Pupils who distinguish themselves by their diligence and their application to studies receive annual rewards from the prefect.

The superintendence of schools in every city or town is in the hands of a local com-

mittee, consisting of the prefect, the mufti, and a citizen appointed by the prefect. The inspection of primary and adult schools is usually in the hands of some French officer. In the capital of every province there is an examining committee, which issues certificates to candidates for the teacher's profession. The highest educational authority is the governor-general, who is assisted in his functions by the rector of the Academy of Algiers.

THE NORMAL SCHOOL AT ALGIERS.

The normal school at Algiers was established by a law of March 4, 1865. According to this law 30 non-paying pupils, viz, 20 born in France and 10 natives, may be admitted. Six of these free places are disposed of by the ministry of public instruction in Paris, 6 by the governor-general of Algiers, and 18 by the provincial authorities of Algiers, Oran, and Constantine. The school has two special teachers of religion, one a Mohammedan and the other a Roman Catholic. The salary of the director amounts to 4,500 francs; that of the teachers varies between 3,000 and 500. The course of instruction is arranged in the following manner:

Studies.	Number of hours per week.		
	First year.	Second year.	Third year.
Religion	2	2	2
Pedagogics	1	1	1
Penmanship	5	3	3
Reading	5	3	3
French language and literature	5	5	3
Arithmetic	5	4	3
Linear drawing	3	3	3
Geography and history	2	2	2
Natural history	1	1	1
Natural philosophy	.....	2	2
Mechanics	.....	.....	2
Agriculture	1	1	1
Arabic	3	3	3
Civil and commercial administration	.....	.....	1
Gymnastics	1	1	1
Total	34	31	31

STATISTICS.

Of the 218 townships, (communes,) 128 have at least one public school, 14 have a private school, and 76 are without schools. The total number of primary schools is 233, viz, 186 public schools and 47 private schools. Of this number, 130 are boys' schools and 103 mixed schools, (for boys and girls.) One hundred and ninety schools are under the direction of laymen, and 43 under the direction of priests. Of the public schools, 80 are free schools, *i. e.*, in which instruction is given entirely free of charge. The public schools are attended by 14,037 scholars, viz, 12,265 boys and 1,772 girls. Of the whole number, only 3,537 pay for their instruction. The private schools were attended by 2,062 scholars. Thus the total number of scholars in the primary schools of Algiers is 16,099, viz, 12,480 Roman Catholics, 3,130 Jews, and 489 Protestants. The average length of annual attendance is 7½ months for boys, and somewhat less for girls. The last annual expenditure for the public schools amounted to 429,751 francs.

The course of instruction has not been uniform in all the schools; for example, geography was only taught in 32 schools, linear drawing in 14, elements of agriculture in 11. Only 63 schools carried out the prescribed programme in full. As regards the ecclesiastical schools, geography was taught in 41 and linear drawing in 9.

No later statistics of illiteracy being obtainable, we give those of 1863. During that year, of all the scholars who left the secular public schools, 5 could not read, 15 could only read, 36 could read and write, 34 had a knowledge of reading, writing, and arithmetic, and 10 had an excellent knowledge in all the branches taught. In the ecclesiastical schools, 6 could neither read nor write, 14 could read, 31 could read and write, 38 had a knowledge of reading, writing, and arithmetic, and 11 had an excellent knowledge of all the branches taught.

Sixty-three townships (communes) have at least one public girls' school each, and 3 have private girls' schools. Altogether there are 151 girls' schools, viz: 81 secular

schools and 70 ecclesiastical schools. One hundred and thirty-nine schools are Roman Catholic, 6 Protestant, and 5 Jewish, and 1 common to all religious creeds.

The public girls' schools were attended by 7,074 girls, of whom eight-ninths were instructed free of charge. The private girls' schools were attended by 4,028 girls, of whom 45 were instructed free of charge. There are consequently in the whole of Algiers 11,102 girls attending school, viz: 10,370 Roman Catholics, 290 Protestants, and 442 Jews. The average length of annual schooling is 7 months and 18 days. The expenditure for the public girls' schools amounted to 38,055 francs, of which sum 1,044 francs were received as school-fees; the remainder was paid by the townships.

The number of infant schools in 66 townships (communes) is 86, attended by 9,636 children, of whom 939 are paying and 8,697 non-paying scholars. The annual expenditure for these schools was 94,549 francs.

LIBERIA.

(Republic. Area, about 60,000 square miles. Population, about 718,000.)

No report has been received this year.

MADAGASCAR.

(Absolute Monarchy—Kingdom. Area, about 220,000 square miles. Population, about 5,000,000.)

STATE OF EDUCATION.

Education generally is very backward. The only schools that deserve the name are under the direction of French missionaries. At the town of St. Marie there are two such schools, one for boys and one for girls. The former has 376 scholars, viz: 76 boarders and 300 day-scholars, all natives; the latter, 550 scholars, viz: 50 boarders and 500 day-scholars, likewise natives. The course of instruction in these schools embraces French, reading, writing, arithmetic, history, and geography.

The government has also founded several institutions where boys and girls can acquire an elementary industrial education. In these schools there are 80 free places, viz: 40 for boys and 40 for girls.

MOROCCO.

(Absolute Monarchy—Sultanate. Area, not definitely known. Population, about 2,750,000.)

No report has been received.

ORANGE.

(Republic. Area, about 40,000 square miles. Population, upward of 100,000.)

No report has been received.

SIERRA LEONE.

(British Colony. Area, 468 square miles. Population, 37,089.)

STATE OF EDUCATION.

British missionaries, chiefly of the Church of England, have, since 1804, worked here very successfully in the cause of education. As soon as a missionary came to a village, a school was established. As far back as 1815, a high school was founded in Leicester Mountains, and latterly transferred to Fura Bay. This institution has a preparatory class, and a high school proper. In the preparatory school all the elementary English branches are taught, besides mathematics, Latin, and Greek. In the high school the same studies are carried further, and Hebrew and theology are added. Among the former pupils of this school, there was the well-known colored man Crowther, who rendered very efficient services in the Niger expedition of 1841, and was, in 1864, appointed bishop of the mission.

In Freetown, the capital, there is also a higher school for native girls.

SENEGAMBIA.

(French Colony. Area, not definitely known. Population, about 20,000.)

STATE OF EDUCATION.

There are in Senegal and Goré 12 boys' schools and 4 girls' schools, the former with 999 scholars, and the latter with 390. There are also 2 infant schools with 36 pupils.

These schools are all primary schools, and special attention is paid to instruction in the French language. The children in all these schools were partly French, partly natives. In Gabon there are two private schools, one of them under the direction of French Roman Catholic missionaries; this is a boys' school, and numbers 80 scholars; the other is a girls' school, and has 74 scholars. The course of instruction in these two schools embraces religion, sacred history, geography, reading, writing, arithmetic, and French. In Glass there is a school kept up by American missionaries, where English is taught.

TRANSVAAL.

(Republic. Area, not definitely known. Population, about 30,000.)

No report has been received.

IV.—AMERICA.

A.—NORTH AMERICA.

DOMINION OF CANADA.

(British Colony. Area, 3,127,045 square miles. Population, 4,311,044.)

The Dominion of Canada now includes the various provinces of North America, formerly known as Upper and Lower Canada, New Brunswick, Nova Scotia, British Columbia, and the extensive regions long under the *quasi*-government of the Hudson's Bay Company; in fact, the whole of British North America except Prince Edward's Island and Newfoundland. No report for this year has up to this date (December 31, 1872) been received from any portions of the Dominion, but below an extract is given from the Saint Stephen Journal of New Brunswick, containing a criticism on the new school law.

THE NEW SCHOOL LAW OF NEW BRUNSWICK.

"The new law contemplates the extending of the benefits of education to all alike, rich and poor. We have always been of opinion that a state owes every child within its bounds a thorough education, and we believe in direct taxation for the support of schools. But if people are to be taxed for the support of schools, let them have them. In our peregrinations through the country during the last few weeks, we find very few schools in operation. We are informed by a gentleman, whose word is beyond doubt, that in the parish in which he resides there are only four schools, where under the old law there were sixteen. It may well be inquired whether this scarcity of schools arises from the fault of the new law or of the people. We do not hold the people faultless; at the same time there is too much machinery about the law. For instance, the annual meeting for the election of trustees, &c., must be held in January, on a certain day, at a certain hour, &c., &c. In January, almost all the live schoolmen in a country school-district are in the woods, and a failure is likely to occur through a want of proper parties to perform the duties required. If a failure occur in any of the formalities, the non-contents find a way to upset the whole.

"The most serious difficulty is the size of some of the districts, some of which are five and some six miles in length.

"What we have said above regarding the election of school trustees by dissentients is, we admit, liable to the objection that such an amendment as we have proposed might open a loop-hole to the establishing of sectarian schools. Now we have no intention of advocating the establishing of sectarian schools with special grants. Were the Episcopalians, the Baptists, the Methodists, the Presbyterians, the Roman Catholics, &c., allowed the privilege of opening such schools, the working of the law would be crippled and the whole rendered null and void. All that we contend for is that some amendment be made to the law whereby in the simplest manner possible a sufficient number of parents, whether Catholic or Protestant, may without due formalities, or regard to holding a meeting this day or that day, elect trustees at any time and carry on a school under the law for the education of their children. Of course, as under the old law, the average attendance would always have to reach a certain number before the teacher could obtain the part of his salary paid by the government."

The Saint John Daily Telegraph and Morning Journal, of November 30, 1872, in which the above article is cited, very truly remarks: "We shall be pleased to see the

Journal point out a practical remedy for each of the grievances to which it refers. It is some service to indicate a grievance. It is a greater one to point out a remedy. Then the 'bane and antidote' will be both before us."

MEXICO.

(Federal Republic. Area, 846,615 square miles. Population, 9,173,052.)

Through the kindness of Mr. J. C. Rodrigues, the editor of the illustrated journal *O Novo Mundo*, published in New York, the following facts regarding education in Mexico are furnished:

PRIMARY EDUCATION.

In almost every State of the Mexican Republic there are primary schools, where gratuitous education is given to pupils of both sexes. The number of these establishments is unknown. They are maintained partially by the federal government, partially by the State governments, private donations, and benevolent societies, (*sociedades de beneficencia.*) In the State of Mexico there is a *Compañia Lancasteriana,* which maintains 8 schools, viz, 2 for boys, attended by 859 pupils; 3 for girls, with a regular attendance of 635 pupils; and 3 for adults, with 319 pupils. Another corporation, the *Sociedad de Beneficencia,* keeps several schools for both sexes, attended by about 5,000 pupils.

Throughout the republic there is a good number, perhaps 1,509, private schools, for primary and secondary instruction. It is calculated that the number of their pupils is about 200,000.

SECONDARY EDUCATION.

Secondary education, properly so called, is given: 1st, in seminaries, maintained by the clergy; 2d, in the national colleges in the capital of the republic; 3d, in colleges, institutes, and academies, in the several States.

There are 10 seminaries in the country, 1 in the archbishopric of Mexico, and 9 in 9 of the 13 bishoprics. The courses of study in these institutions comprise: Latin, normal philosophy, ecclesiastical law, Roman law, scholastic theology, dogmatics, and natural law, (*derecho natural.*)

The number of students in these seminaries is as follows:

Locality.	Number of students.
Mexico	488
Puebla	599
Morelia	330
Guadalajara	730
Monterey	250
Oajaca	200
Merida	239
Durango	173
Chiapa	24
Culiacan	30
Total	3,083

In the capital of Mexico there is 1 university and 9 national colleges, viz: San Ildefonso, San Juan de Latran, San Gregorio, (Jesuit,) the Medical School, the School of Mines, the Academy of Fine Arts, the Military School, and 2 agricultural and business schools.

The two colleges mentioned first are the best. They have four courses of studies, viz: philosophy, grammar, law, and literature. The course of philosophy comprises ideology, logic, metaphysics, morals, mathematics, natural philosophy, cosmography, and geography; that of grammar comprises Spanish, Latin, and French; that of law embraces natural, civil, criminal, Roman, and canonic law; the course of literature embraces universal history, history of Mexico, ancient and modern classics, rhetoric, and composition. The courses in the other colleges are not so full.

The students in these 9 colleges are distributed as follows:

Colleges.	Number of students.
San Juan de Latran	571
San Gregorio	340
San Ildefonso	240
Medical school	306
Mining school	428
Academy of fine arts	274
Military school	197
Agricultural school	345
Business college	187
Total	2,888

In the several States of the country there are the following colleges: In Mexico, 1; in Puebla, 1; in Oajaca, 1; in Vera Cruz, 4; in Yucatan, (the University of Merida,) 1 college, and a naval school in Campeche; in Michoacan, 2; in Guanajuato, 1; in Durango, 1; in Zacatecas, 1, (besides a school of mines;) in Aguas Calientes, 1; in Jabisco, 2; in San Luis Potosi, 1; in the island of Carmen, 1; in Chiapa,1; in Chihuahua, 1; in Queretaro, 2—total, 24 colleges. The number of students is not known.

SCIENTIFIC SOCIETIES, LIBRARIES, ETC.

In the capital of Mexico there are three literary and scientific societies, viz: *La Sociedad de Jeografia i Estadistica*, (Geographical and Statistical Society;) *El Ateneo;* and *La Sociedad Promovedora de Mejoras materiales i intelectuales*, (Society for Promoting Material and Intellectual Improvement.)

In Merida there is an *Academia de Ciencias Literature*, (Scientific and Literary Academy.)

Mexico City has three public libraries, viz, the Cathedral library, with 13,000 volumes and manuscripts; the library of the University, with 9,000 volumes; and the library of San Gregorio, with about 5,000 volumes.

B.—CENTRAL AMERICA AND THE WEST INDIES.

No report on education has been received from any of the states of Central America, so that only the general statistics are given.

COSTA RICA.

(Republic. Area, 16,250 square miles. Population, 165,000.)

GUATEMALA.

(Republic. Area, 15,000 square miles. Population, 1,180,000.)

Minister of the interior, of justice, of ecclesiastical affairs, and of public instruction, J. M. SAMAGOA.

HAYTI.

(Republic. Area, 28,000 square miles. Population, 572,000.)

Minister of public instruction, justice, and ecclesiastical affairs, B. LALLEMAND.

HONDURAS.

(Republic. Area, 43,000 square miles. Population, 350,000.)

Minister of marine and public instruction, C. CELIO ARIAS.

NICARAGUA.

(Republic. Area, 57,000 square miles. Population, 400,000.)

Minister of public instruction, Fr. Barbareus.

SAN DOMINGO.

(Republic. Area, 18,000 square miles. Population, 136,500.)

SAN SALVADOR.

(Republic. Area, 7,230 square miles. Population, 600,000.)

C.—SOUTH AMERICA.

ARGENTINE REPUBLIC.

(Federal Republic. Area, 1,100,000 square miles. Population, 1,877,490.)

Minister of justice, worship, and public instruction, Dr. N. Avellaneda.

From an article by Dr. George A. Stearns, principal of the normal school at Parana, the following facts concerning education in the Argentine Republic are gathered:

HISTORY OF EDUCATION IN THE ARGENTINE REPUBLIC.

The revolution of 1816, which separated this country from Spain and made it an independent republic, of course left its animosities behind as regards the mother country. Up to this time all the education obtainable was that communicated by the priesthood. The country needed men capable of directing its affairs. Its language was Spanish, but it did not want Spaniards. The few whom the country offered were soon employed in devising plans for its future development and prosperity.

In September, 1860, was adopted the constitution which to-day rules the country. Among its first provisions is one for assuring primary education in every province of the republic, making this an essential obligation. Another provision gives to the general government the power to dictate plans of general and university instruction, and another establishes a ministry of justice, worship, and public instruction, the minister being one of the first cabinet counselors of the president. From this point we may date the active progress of education in this country. The previous progress, which was preparatory, manifested itself in the provisions of the national constitution which I have cited. If any doubt existed about the point, I think it would be satisfactorily answered by the fact that in 1860 there was not in the republic a single national institution of learning, and in Buenos Ayres alone could be found provincial schools of any importance. Isolated facts—private enterprises—might be found, but nothing tending to a system of public instruction. In 1867, the minister of public instruction complained that there were 300,000 children in the country who received no instruction of any kind, the whole population at that time not being over 1,500,000.

The crying necessity for intelligent men to guide the affairs of government led the nation to direct its attention first to supplying this want by establishing institutions for secondary and university education, such as the national colleges of the republic. But here it met with that old difficulty, the apathy and indifference of the people. It was not enough to offer instruction, books, and all necessaries free; it was necessary also to pay the pupils for the trouble of attending school and studying their lessons, and this was done.

The National College of Buenos Ayres was founded shortly after the adoption of the present constitution. Scholarships, under the name of "*becas,*" were established, giving to the student a monthly allowance of from 10 to 15 dollars gold, and the new institution set to work.

About the same time were nationalized and placed upon a similar basis three other institutions, which previously had eked out an existence under the protection of provincial governments. These were, the College of the Uruguay, the College of Cordoba, and the University of Cordoba; the first in the province of Entre Rios, and the others in the province of Cardoba.

Up to 1868 there were established 5 other similar institutions, one each in Tucuman, Salta, Catamarca, San Juan, and Mendoza. In 1868, 5 more similar institutions were added in San Luis, La Riojá, Jujuy, Santiago, and Corrientes.

At the present time each province has an institution of this kind, supported by the national government, and visited by an inspector of national colleges, who is himself a government employé. Thus the national government has provided for secondary education in each province. The time must soon come when the government will withdraw a part of its financial support from these institutions, offering, at most, no more than free instruction with free books, &c. What has been accomplished by these institutions may be inferred from the fact that the number of students in 1870 was twice as large as in 1868.

In 1865 the national government made its first movement in favor of primary instruction, distributing $22,000 in gold among the various provinces, for the purpose of promoting a popular movement in this direction. In 1866 and 1867 the same amount was voted by the national congress for this purpose. In 1868 the amount voted was only $11,000 for general purposes, with a special appropriation of $25,000 for the province of Rioja, which was in a most lamentable condition. The result of this was quickly manifested, for the province of Rioja in 1870 had 4,184 scholars in her schools, while the population was less than 50,000.

In August, 1868, began the present administration, under President Sarmiento, whose motto is "Education for all." The progress made in the few years past is truly wonderful. The new administration enters upon its office with a programme of reforms.

The new minister of public instruction, Dr. Nicolas Avellaneda, gives a more extended interpretation to the clauses in the constitution respecting public instruction In his first report to congress (1869) he earnestly advocates sweeping reforms. The work of carrying out these reforms has begun energetically.

For the last year of the previous administration (1868) $36,000 in gold were voted for encouraging primary instruction, viz: $11,000 for distribution among the provinces, and $25,000 for the single province of Rioja. For 1869 $115,000 were voted, viz: $100,000 for distribution among the provinces, and $15,000 for the province of Rioja.

In 1870 the government was involved in an expensive war to establish law and order in Entre Rios. But this same year there were voted for primary instruction $80,000 for distribution in the provinces, and $15,000 for Rioja; in all, $95,000. In 1871, notwithstanding the expenditure for the war in Entre Rios, $215,000 were voted, viz: $200,000 for distribution among the provinces, and $15,000 for Rioja. In this same year (1871) a law was passed creating a special and independent fund for the purposes of primary instruction, distributing the proceeds among the various provinces in proportion to the efforts which they themselves make. This law, a translation of which is given below, takes effect in January, 1873.

LAW FOR THE DISTRIBUTION OF PUBLIC FUNDS IN AID OF PRIMARY INSTRUCTION.

1. From the termination of the investment of the estimates of the year 1872, the national subsidies for the encouragement of primary instruction in the provinces shall be awarded subject to the conditions and formalities established by the present law.

2. The provinces which, in virtue of law sanctioned by their legislatures, shall destine special funds for the support of popular education, and which shall express by an explicit declaration a desire to recur to the protection of this law, shall receive from the national treasury subsidies for the following purposes: construction of edifices for public schools, furniture, books and apparatus, teachers' salaries.

3. The subsidies shall be awarded by the national executive in the following form and proportions: to the provinces of Rioja, San Luis, and Jujuy, three-fourths; to those of Santiago, Tucuman, Salta, Catamarca, Mendoza, San Juan, and Corrientes, one-half; and to those of Buenos Ayres, Cordoba, Entre Rios, and Santa Fé, the third part of the whole amount that may be expended for the purposes enumerated in the previous article.

4. The subsidies for primary instruction in the province of Rioja shall be determined in an especial manner in the annual estimates of the general expenses of the nation, until it shall be in condition to be regulated by the present law.

5. No sum shall be allowed for the construction of a school-house, unless the plan and estimate for the building shall have been previously submitted to the minister of public instruction, together with a report from the governor of the respective province, certifying that the money is ready, which, together with the national subsidy, will cover the cost of construction. The minister of public instruction will circulate, in all the provinces, plans for school-houses of approved style, recommending their adoption.

6. The national aid for the purchase of furniture, books, and apparatus, destined for the use of the public schools shall be distributed by a committee appointed by the executive, consisting of at least three members and a secretary, who shall be paid a salary of $1,500 per year; provided that the provinces prefer to obtain by this means the articles mentioned. This committee will take charge of the purchase and shipment of all orders which may be sent to it for the use of the public schools; provided there be sent, at the same time, the proportion of money for the whole amount of the order as determined in article 3.

7. Half of the salary of one of the inspectors appointed by each province to watch over its schools shall be paid by the national treasury, to the amount of $80 monthly, on condition that he accept the obligation to furnish the statistics and perform the inspections which may be required of him by the minister of public instruction.

8. The eighth part of the proceeds of the sale of national lands shall be set apart to meet the exigencies of the present law.

9. The executive is authorized to use that part of the national income which may be necessary to cover the expenses of this law, until such time as the sale of the public lands shall have provided sufficient funds.

10. The executive will adopt measures to guarantee the faithful application of the funds which may be distributed among the provinces in virtue of this law, as well as the exact compliance of the conditions upon which they are distributed, and still further using his influence to have the fund destined for the support of schools administered by committees elected by the neighborhood.

NORMAL SCHOOL.

In August, 1871, the first national normal school was established, which is now in a flourishing condition, giving instruction to 45 young men, who will shortly respond to the growing necessities of the country.

WORK OF THE YEAR 1871.

The year 1871 was a very remarkable one for the general awakening of nearly all the provinces to the necessity of doing more for educational interests, and this even in the remotest parts of the republic. The province of Catamarca has set apart a special fund for primary education, and has, as well as Rioja, made education compulsory. The other provinces are moving in the same direction, and we may expect to see established in most of the provinces a permanent school fund before the close of President Sarmiento's administration.

An appropriation of $12,000 was made during the year for establishing public libraries, and local committees are already at work in almost every province helping along this great work. At the present writing (August 15, 1872) this fund is exhausted, and more has been asked for. Fifty public libraries have been established during the year, one-half the expenses being paid by the national government and one half by popular subscription. Agricultural colleges have been attached to various national colleges, with the object of stimulating the agricultural interests of the different provinces.

EDUCATION IN THE PROVINCES—BUENOS AYRES.

The public schools of this province may be divided into two great classes—the schools of the city of Buenos Ayres, and the schools of the interior. They may also be divided into three classes—the schools of the municipality, the schools of the provincial government, and the schools of the benevolent society (*sociedad de beneficencia.*)

The schools of the municipality are, of course, limited to the city of Buenos Ayres; the other two classes extend also to the interior. In these schools the boys and girls are generally separate; there are, however, schools for both sexes, but these do not generally receive children over 8 or 9 years of age. The schools of the benevolent society are schools for girls, and those of the municipality are of both classes. The benevolent society is a society of ladies, established by the provincial government, January 2, 1823, under whose administration in the beginning all the girls' schools were placed, while the funds were furnished by the government.

The three administrations are entirely independent of each other. There are in the city municipal schools, society schools, and provincial schools. There are frequent clashings between the administrations, and of course there is no general system. In the interior these administrations are reduced to two, and there seems to be a much better result. In another respect the schools of the interior have the advantage, as they have in many cases school-houses, while in the city, to my knowledge, all the schools are kept in dwelling-houses. Graded schools are of course unknown in the city.

The schools of the province are in general under the supervision of the department of schools. Owing to the low salaries, there is a great deficiency of good teachers, and many of them have to devote nearly all their time to other occupations in order to make a living.

In 1822 the university at Buenos Ayres was organized and divided into six departments, viz: Primary department, preparatory department, department of exact sciences, department of medicine, department of jurisprudence, department of theology.

In the primary department were included all the primary schools of the province. On the 7th of January, 1828, however, they were separated from the university and placed under the superintendence of an inspector-general.

A summary of the provincial schools in 1871 shows that there are 72 in the city, viz: 17 for boys, 24 for girls, and 31 for both sexes. In the rural districts there are 54 public schools, viz: 26 for boys, 20 for girls, and 8 for both sexes. Of private schools there are in the city 114, viz: 38 for boys, 16 for girls, and 60 for both sexes. In the interior there are 42 private schools, viz: 12 for boys, 10 for girls, and 20 for both sexes. The total number of teachers is 1,050.

ENTRE RIOS.

The population in this province is very scattered, and it is only in the villages that schools are to be found. It has recently suffered the evils incidental to a civil war, but is rapidly repairing the damages. The schools are under the supervision of an inspector-general, and there is at the present time a great activity in this department. There is little or no co-operation, and all must be done by the government.

SANTA FÉ.

This province is one of the most backward in respect of education, and at the present day there is less movement there than in any other province. In Rosario, the principal city, there is at the present time a local movement in favor of education.

CORRIENTES.

This province has very recently had to suffer from a revolution, and is still in a very unsettled state.

CORDOBA.

This province is one of the most backward of the republic in respect to schools.

SAN LUIS.

See statistical table at the end of this article.

SANTIAGO.

This province is considered one of the most backward of the republic, having been ruled for years by a sort of military despotism, and there is very little local interest in the subject of education. There is only one girls' school in the province, which has a new building, constructed in 1871. Last year the school was supported by the scholars, but is now sustained by the national government.

MENDOZA.

This is one of the provinces in which there is a movement favorable to education. Although its present statistics are not very favorable, the efforts now making can not but give a desirable result. This year a new school-house has been built, destined for a girls' school, at a cost of $30,000. An agricultural college has been established, under the joint auspices of the national and provincial governments.

SAN JUAN.

This province is considered the one most advanced in the matter of education. The national government has for three years past offered a premium of $10,000 to that province whose statistics should show one child in school for every ten inhabitants, and to San Juan this premium has been awarded for three years in succession.

RIOJA.

This province is the poorest in resources and most backward in respect to education of any in the republic. It is dependent almost entirely upon the national government, even for the means of carrying on its civil government. In 1867 there was not a single school in the whole province; now there are 40.

CATAMARCA.

Perhaps in no province in the republic is there so general a movement in favor of education as in this, yet its actual condition is far from satisfactory. This province has 11 pupils in the national normal school in Parana, and these are the most promising young men in the institution. Catamarca has set apart a special and very liberal fund for school purposes and has divided the province into 15 school districts, appointing a local school board in each district. The duties of this school board are: 1st, to administer and distribute that part of the school fund which corresponds to the district; 2d, to establish schools where it deems expedient; 3d, to nominate and remove all

employés in its schools; 4th, to contract for new school-buildings or for improvements in old ones; 5th, to propose the new taxes by which it deems expedient to augment the school fund of its respective district; 6th, to watch over the schools and see that all general orders are faithfully executed. The school board is elected anew each year. There is also a law to aid in establishing public libraries, which allows certain small incomes to each library established, and, besides this, augments from the provincial treasury, by 25 per cent., the amount subscribed by individuals.

TUCUMAN.

The city of Tucuman is designated as the site of the second national normal school.

SALTA AND JUJUY.

(See table of statistics below.)

STATISTICS.

For the sake of completeness and to enable a just comparison, the statistics of 1869 are given, although there are later statistics of some of the provinces.

Number.	Provinces.	Total population according to the census of 1869.	Number of persons able to read and write.	Number of children between the ages of 6 and 15.	Average number of children attending school.	Number of schools.		
						Public.	Private.	Total.
1	Buenos Ayres	495,107	148,324	.....	18,220	126	156	282
2	Entre Rios	134,271	25,843	.....	7,188	.....	.....	91
3	Santa Fé	89,117	18,453	23,138	4,186	62	23	85
4	Corrientes	129,023	.....	37,213	6,569	96	25	121
5	Cordoba	210,508	29,668	62,221	10,003	41	69	110
6	San Luis	53,294	5,261	29,220	2,210	47	.....	47
7	Santiago	132,898	8,990	35,704	3,684	96	.....	96
8	Mendoza	65,413	8,924	18,213	2,132	42	25	57
9	San Juan	60,319	10,915	15,387	5,091	44	49	93
10	Rioja	48,746	5,392	14,503	3,000	37	3	40
11	Catamarca	79,962	8,597	22,868	2,622	33	24	57
12	Tucuman	108,953	10,235	31,964	3,219	73	23	96
13	Salta	88,933	9,121	24,024	2,885	68	10	78
14	Jujuy	40,379	3,376	10,433	1,383	31	.....	31
	Total	*1,736,923	293,099	324,888	72,392	796	407	1,203

*This number does not comprise the army in Paraguay, the inhabitants of the Pampas and Patagonia, the Gran Chaco, the Missions, and the Argentine citizens temporarily living in foreign countries, amounting in all to 140,567; making the total population of the Argentine Republic in 1869 1,877,490.

BOLIVIA.

(Republic. Area, 374,480 square miles. Population, 1,987,352.)

Minister of justice, worship, and public instruction, Dr. M. TERRAZAS.

No report has been received.

BRAZIL.

(Constitutional Monarchy—Empire. Area, 3,000,000 square miles. Population, 11,780,000.)

Minister of public instruction, THE MINISTER OF THE INTERIOR, Dr. J. A. CORREA DE OLIVEIRA.

SUPERIOR INSTRUCTION.

The minister, in his report to the legislature for 1872, urgently recommends the establishment of a university, since there has been a very evident decadence in the schools of law and the schools of medicine, the only institutions for superior instruction. Meanwhile a decree has been published, making the examinations at these schools more strict, so as to raise the standard of superior education somewhat.

Law schools.—Of these there are two, viz, at Recife, with 348 students, and at San Paulo, with 194; making the total number of law students in the empire 542.

Schools of medicine.—Of these there are also two, viz, at Rio de Janeiro, with 583 stu-

dents, (467 studying medicine 114 pharmaceutics, and 2 obstetrics,) and at Bahia, with 285 students, 215 studying medicine, and 70 pharmaceutics; making the total number of medical students in the empire 868.

SECONDARY INSTRUCTION.

1. *In Rio de Janeiro.—The Imperial College of Pedro II.*—This is a college with an academical course; some of the students board in the college building, while others are day-scholars. The number of students is 351, viz, 221 day-scholars and 130 boarders.

Private secondary schools.—Of these there are in the city of Rio de Janeiro 60, viz, 30 for boys, 25 for girls, and 5 for both sexes. Of only 49 of these institutions could reliable statistics be obtained, according to which the number of scholars was 2,911, viz, 2,196 boys and 715 girls. The course of instruction in these institutions of course varies somewhat, but in most of them the following subjects are taught: Portuguese, Latin, French, English, natural philosophy, arithmetic, algebra, geometry, history, geography, rhetoric, and poetry.

2. *In the provinces.*—The number of public institutions is 107, viz, 95 for boys, 5 for girls, and 7 for both sexes, with an attendance of 2,994 scholars, viz, 2,916 boys and 78 girls.

The number of private institutions is 123, viz, 84 for boys and 39 for girls, with an attendance of 5,089 scholars, viz, 3,852 boys and 1,237 girls.

PRIMARY INSTRUCTION.

1. *In Rio de Janeiro.*—The number of public primary schools is 111, with 6,149 scholars, viz, 3,900 boys and 2,249 girls. The number of private primary schools can not be exactly ascertained.

2. *In the provinces.*—The number of public primary schools is 3,491, viz, 2,343 for boys and 1,148 for girls, attended by 106,705 scholars, viz, 75,594 boys and 29,096 girls, and 2,015 whose sex is not specified. The number of private primary schools is 711, viz, 458 for boys and 253 for girls, with 19,162 pupils, viz, 10,211 boys and 5,967 girls, and 2,984 whose sex is not specified.

EXPENDITURE FOR PUBLIC INSTRUCTION.

The total annual sum expended in the provinces is 3,362,687 milreis 522 reis, (one milreis, about 56 cents,) while the total annual income of the provinces is 20,973,299 milreis 58 reis.

THE BUSINESS COLLEGE.

This institution has a four years' course, embracing the following subjects: French, English, German, arithmetic, algebra, geometry, geography, commercial statistics, book-keeping, business correspondence, commercial law, penmanship, and drawing The number of students was 36.

INSTITUTION FOR THE BLIND.

The course of instruction in this institution embraces the following subjects, distributed over a space of eight years: Ancient history, history of the middle ages, modern history, sacred history, physical, political, and astronomical geography, arithmetic, algebra up to equations of the second degree, geometry, natural philosophy, elements of chemistry, and natural history, Portuguese, French, English, and religion. The number of students is 29, viz, 20 males and 9 females; 28 were Brazilians, and 1 was from Germany. The annual income of the institution amounted to 5,707 milreis 204 reis.

INSTITUTION FOR DEAF-MUTES.

The course of instruction embraces all the subjects of a good primary and secondary education, and special regard is paid to instruction in morals and religion. The number of students is 19, viz, 14 males and 5 females, all Brazilians. According to the law of September 26, 1857, the institution enjoys an annual subsidy of 5,000 milreis, and 500 milreis for distribution among 10 poor students.

SCIENTIFIC, LITERARY, AND ARTISTIC ESTABLISHMENTS.

The Imperial Academy of Medicine.—This scientific association has, during the last year, continued its important labors, by discussing medical subjects in forty sessions, by giving valuable advice to the government on important sanitary questions, and by publishing its well edited periodical, *Annaes Brazilienses de Medicina*, (Brazilian Annals of Medicine.) The association receives an annual subsidy of 2,000 milreis from the government.

Historical and Geographical Institute.—This association has held fifteen sessions during the year, and discussed important historical and geographical questions. It publishes a valuable quarterly review, (*Revista Trimensal,*) containing accounts of the proceedings and historical and geographical essays. The association possesses a library of 3,605 volumes, 193 maps, and 272 volumes of manuscript. The government grants an annual subsidy of 7,000 milreis.

The Public Library of Rio de Janeiro.—The increase during the last year was 757 volumes. The number of visitors during the year was 2,834, certainly a small number compared to the population of the city of Rio de Janeiro, which is 420,000.

Various libraries.—There are in the city of Rio de Janeiro ten other libraries, with an aggregate of 121,792 volumes, the largest being the Portuguese reading-room, founded in 1837, with 50,000 volumes, and the smallest that of the Imperial Typographical Association, founded in 1854, with 557 volumes. In the provinces there are fourteen public libraries, with about 25,000 volumes. There are also libraries connected with most of the convents and other religious institutions, but their exact extent can not be ascertained.

Dramatic Conservatory and National Theater.—The first-mentioned institute is a committee for examining dramatic pieces before they can be represented at the theater. During the last year the committee examined 385 dramas, of which 361 received a license for representation, 21 received the same after altering and suppressing some passages, and 3 were rejected.

ACADEMY OF FINE ARTS.

The number of students was 187. The academy possesses an art-museum and a library of 834 volumes, many of these being very valuable illustrated works.

CONSERVATORY OF MUSIC.

This institution for higher musical instruction was, during the past year, attended by 139 students, viz, 57 males and 82 females.

IMPERIAL LYCEUM OF ARTS AND INDUSTRY OF THE SOCIETY FOR PROMOTING FINE ARTS.

This is a sort of polytechnic school, in which the following subjects are taught free of charge: arithmetic, algebra up to equations of the second degree, geometry, drawing of figures and ornaments, geometrical drawing, machine drawing, civil architecture, sculpture of ornaments and statuary, music, penmanship, Portuguese, French, and English. The number of students during the last year was 1,233, and during the same year 37 medals were conferred on deserving students.

Statistical table of primary schools.

Provinces.	Population according to the work "L'Empire du Brésil."	Number of schools.			Total number of scholars.
		Public.	Private.	Total.	
City of Rio de Janeiro	420,000	111	.....	111	6,149
Province of Alagoas	300,000	118	85	203	5,138
Amazonas	100,000	33	8	41	972
Bahia	1,450,000	285	21	306	13,508
Ceará	550,000	221	6	227	10,390
Espirito-Santo	100,000	64	3	67	1,379
Goyaz	250,000	72	1	73	1,899
Maranhao	500,000	117	33	150	6,095
Mato Grosso	100,000	24	4	28	733
Minas Geraes	1,600,000	554	124	678	13,550
Pará	350,000	131	1	132	6,029
Parahyba	300,000	97	6	103	3,149
Paraná	120,000	80	10	90	1,517
Pernambuco	1,220,000	322	109	431	13,520
Piauhy	250,000	60	8	68	1,188
Rio Grande do Norte	240,000	71	8	79	2,556
Rio de Janeiro	1,420,000	351	101	452	12,080
Santa Catharina	200,000	93	40	133	4,146
Sao Paulo	900,000	426	.....	426	11,131
Sao Pedro do Rio Grande do Sul	580,000	246	116	362	12,311
Sergipe	320,000	126	27	153	4,576
Total	11,270,000	3,602	711	4,313	132,016

All the foregoing facts regarding education in Brazil are gathered from the annual report of the minister of public instruction for 1872, kindly furnished this office by the Brazilian minister at Washington.

CHILI.

(Republic. Area, 249,952 square miles. Population, 1,972,483.)

Minister of public instruction, SEÑOR ABDON CIFUENTES.

ACTUAL STATE OF EDUCATION IN CHILI.

Public instruction in Chili is under the direction of a ministry or special secretaryship of state, and by express recommendation of the constitution forms a special object of attention to the government.

On the ministry of public instruction devolves the duty of inspecting all the schools and colleges supported by the national treasury, of appointing all their teachers and employés, of demanding from Congress the necessary sums for supporting them, and of presenting every year a report on the state and progress of education.

At present there is at the head of this department of the government a very honest man, of lofty views, Señor Abdon Cifuentes, who displays great zeal in the discharge of his duties, and who has introduced important reforms, tending to advance education at no very distant period, by all means and in all parts of the country.

This ministry serves as an aid and counselor to the university of Chili. This body proposes the proper measures for regulating the studies and examinations, through which candidates for the different scientific careers have to pass, examines the textbooks and sanctions them, makes out the programmes of examination, &c. The primary schools and the statistical department are, moreover, under the immediate direction of a general visitor of schools, who has deputies in all the provinces, and whose central office is in Santiago. His duty is to visit the schools constantly, and to receive detailed information regarding the number of pupils, the conduct of the teachers, and the financial status.

The municipalities of each province also exercise a vigilant inspection, and aid according to the extent of their local treasuries in supporting the educational institutions.

SUPERIOR SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

In Chili every scientific profession or career requires a certificate, issued by the university, after a satisfactory examination, and, moreover, a recognition or approbation by the competent authority in each branch of study. Thus, lawyers pass a special examination before any of the three courts of appeal; doctors of medicine before the office of the first physician (*proto-medicato*) of Santiago; clergymen before committees appointed by the authorities of the dioceses.

The preparatory instruction for the special study of law or theology takes up six years; while mathematics or medicines only requires five.

These preparatory or primary studies comprise penmanship, reading, political, descriptive and physical geography, Castilian grammar, ancient history, history of Rome, history of the middle ages, modern history, history of America, history of Chili, history of religion, catechism on the Christian doctrine, the principles of faith, elements of astronomy, natural philosophy, chemistry, natural history, elements of algebra, geometry, arithmetic, philosophy, and literature, Latin, and some modern language.

Latin is not obligatory in the study of mathematics. The subjects which have been enumerated are studied separately, and are distributed throughout the six or five years, forming each the subject of a special examination, which must be passed in order to follow the career.

The institutions supported by the state or by private individuals in which there are complete courses for all these studies are properly called colleges. The state supports fourteen of these institutions, one in the capital of each province, (which correspond with the number of provincial lyceums,) and in addition the Institute of Santiago, which is the most important of all the educational establishments of the state.

Lyceums exist in all the chief cities. Five of them actually contain between 100 and 300 students, the rest less than that number. All of them take both boarders and day-scholars. Attendance at the lectures and the instruction are entirely free of charge, but boarders pay for board and lodging a sum varying according to the different places, but in no place more than 180 pesos (about $180) per year for each student. For the use of professors and students, each of these lyceums has a library; they all, by the earnest desire of Minister Cifuentes, have lately been much enriched, and render special service by being thrown open to the general public.

The Library of Santiago contains 45,500 volumes, and was during the past year visited by three thousand readers.

The Institute of Santiago at present contains 1,162 students, of whom 282 are boarders.

There are theological seminaries in the cities of La Serena, Santiago, Concepcion, and Ancud. In these there is not only a complete course of theology, but there are also excellent colleges, in which secondary instruction is given, and from which come very good lawyers, mathematicians, &c.

All of the secondary instruction given in the lyceums, colleges, and seminaries embraces in the whole republic at present about 5,553 youths.

Superior and scientific instruction is chiefly given in the halls of the University of Santiago by professors who depend directly on this corporation. These studies are free of charge, and the professors are paid from the national treasury.

During the year 1871 235 degrees in the different faculties were conferred by the university in the following manner:

Bachelors of Classical Studies, (*humanidades*)	94
Bachelors of Medicine	18
Bachelors of Law	52
Licentiates of Medicine	10
Licentiates of Law	57
Mining Engineers	1
Surveyors, (*ingenieros geógrafos*)	3

There are also special establishments such as the military academy, the naval school, seminaries for male and female teachers, a school of arts, &c.

The school of arts numbers 102 pupils, who all live in the school, and who learn the construction of machinery, casting, and carpentering. It possesses five workshops, from which already perfect steam-engines and other machinery, furniture, &c., have been turned out. Although these articles sell very well, it costs the government not less than 33,000 pesos per year to support this school. To enter this school it is necessary to give proofs of good capacity and conduct by means of a previous competitive examination.

PRIMARY AND POPULAR EDUCATION.

The munificence of private individuals, the generosity of the clergy, and the general enthusiasm have contributed, no less than the government, to the advancement of popular education, which is, without dispute, the first need of a nation and the first duty which fellow-citizens owe to each other. The last report made to the national congress by Señor Cifuentes, inspired by this universal sentiment, is full of patriotic echoes, which show that the education of the children is of the greatest interest to the people. The capital, above all, sets a worthy example in this matter. There are in this city (Santiago) various private societies which support numerous schools. Not only do they contribute of their wealth, but many of the members gratuitously give some hours' instruction in the above-mentioned schools. These societies visit the schools which they support, and administer them by assembling from time to time to discuss improvements and to consider the applications. There is not a youth in Santiago who does not personally contribute to the several permanent committees on education already existing. At one of these colleges, in which those favored by fortune study, the students are in the habit of collecting among themselves small sums, which they devote toward the education of the poor.

The law requires every convent to maintain a public school, and some of them voluntarily maintain more than one. The government furnishes all this class of institutions very liberally with books.

The schools supported by private philanthropy, and those in which the pupils pay some fee, are all included under the designation of private schools, in contradistinction to those supported by the government, which are properly called public schools, and numbered, in the present year, 451. In the same year the free schools of the state numbered 706.

The ministry of public instruction, during the first eight months of 1872, expended the sum of $542,254.25. In this sum is comprised the expense not only for the schools, but also for the institute, the lyceums, the normal schools, the school of agriculture, the school of arts, the university, &c. During the same period the regular income of the republic amounted to $9,574,398.10.

There are at present educated in the schools of the State 54,821 children, and it is calculated that the annual expense for each one of these averages 8 pesos 98 centavos.

The actual proportion between the inhabitants of the country and the children attending school is 25 inhabitants to every scholar.

The number of public and private schools, distributed according to provinces, and the proportion of children attending school to the population, are shown in the following table:

Provinces.	Population according to the census of 1865.	Scholars in—		Total.	Proportion of inhabitants to each scholar.
		Private schools.	Public schools.		
Atacama	78,972	940	2,681	3,801	20
Coquimbo	145,895	1,140	3,793	4,937	29
Aconcagua	124,828	242	4,310	4,552	27
Valparaiso	142,629	2,720	6,519	9,239	15
Santiago	341,683	6,264	11,285	17,549	19
Colchagua and Curico	233,045	616	6,197	6,813	34
Talca	100,575	558	2,174	2,932	37
Maule	187,983	418	3,894	4,312	43
Nuble	125,409	996	2,821	3,817	32
Concepcion	146,056	951	4,190	5,141	28
Arauco	71,901	453	2,198	2,651	27
Valdivia	23,429	178	1,107	1,285	18
Llanquihe	307,601	654	1,419	2,073	18
Chiloé	59,022	1,976	2,053	4,029	14
Total	1,819,028	18,310	54,821	73,131	25

The course of instruction embraces the following subjects: Reading, writing, arithmetic, catechism of religion, Castilian grammar, geography, cosmography, history of Chili, sacred history, elements of geometry, linear drawing, music, needle-work.

It must be mentioned here that of the number of schools enumerated, much less than one-half are schools for girls; there are also some mixed schools. It is to be lamented that in Chili people are not of the same opinion as in the United States, that a woman is better adapted than a man to the education of children of tender age, but it is to be hoped that this conviction will finally gain ground.

The school-hours are generally between 10 a. m. and 4 p. m. All those which have a yard give the children one or two hours' recreation.

The minister, Señor Cifuentes, has, among the important reforms which he has proposed and to a great extent realized, adopted two, which will revolutionize the system and produce excellent results. The first is an improvement of the teachers' condition. The relative poverty of the national treasury did not permit a decent remuneration to those engaged in teaching, and this has been the cause that generally their existence was a very sad one and that they had but little encouragement in their work. Not ashamed to burden the nation with an increase of pay, which amounts to a very considerable sum, Señor Cifuentes has created rewards for the teachers, which consist in an increase of pension for every six years of service, which increase is progressive.

Till the last year there existed a prejudicial monopoly in favor of the state colleges. Not only did the university issue certificates, but its classes were the only places where law, medicine, &c., could be studied. A private individual could not separately study a code of law or some branch of medicine unless he intended to undergo an examination in those studies. The university not only fixed the programmes indicating what must be known in each branch of study, but also prescribed the text-books; thus private colleges could neither try new systems, nor private professors teach according to their own ideas. All the examinations, moreover, in every lecture must be undergone before the professors of the institute or the lyceums, in order to be valid. It was therefore not possible to have in education that competition which is the origin of new discoveries in the better systems. The private colleges were at the mercy of the institute, which fixed the time of the examinations, their extent, the mode in which they were to be carried on, &c. Frequent rivalries occurred. The examinations were not always just, and the boys went to them with much vexation and with a terrible fear. Señor Cifuentes, who has visited the United States and Europe, and has therefore learned to know the advantages of a liberal administration, to his glory and the greater glory of the country, has abolished this odious monopoly. Education now advances rapidly, and will make still greater progress.

The foregoing report on education in Chili has kindly been furnished by the Chilian minister at Washington.

UNITED STATES OF COLOMBIA.

[Federal Republic. Area, 330,000 square miles. Population, 2,900,633.]

Minister of public instruction, THE MINISTER OF THE INTERIOR, DR. GIL. COLUNJE.

No report has been received.

ECUADOR.

(Republic. Area, about 300,000 square miles. Population, 1,108,082.)

Minister of public instruction, THE MINISTER OF THE INTERIOR, A. LEON.

Through the kindness of Señor Don Antonio Flores, the following recent facts regarding education in Ecuador have been furnished, from the journal La Prensa, (The Press,) published at Guayaquil, numbers of March 12 and May 25, 1872.

GENERAL PROGRESS OF EDUCATION.

An injustice which has long oppressed a large portion of the population of the republic is at last to be reformed. The indigenous classes, so long neglected, except by the task-master and tax-collector, are to receive a solid education, which will lift them from the brutish condition in which up to this time they have been submerged, either from the want of funds on the part of the government to instruct them, or because of the abject state in which they have existed since the conquest. A stimulus has been wanted to inspire them to compete with the descendants of Europeans, who alone have, up to the present time, received the benefit of instruction, though even this has been most superficial.

With such a laudable end, the Christian Brothers have established in the capital of the republic a normal school, where, at the expense of the nation, aborigines will receive a useful education, with the obligation on their part of transmitting the knowledge they receive to the people of their tribes.

Many obstacles will present themselves to the realization of this work, as this unfortunate class resist accepting every kind of instruction, believing that the benefits which they will obtain are but a pretext for exacting greater services of them, and more especially military duty, toward which they show an invincible repugnance. The judgment, however, with which this affair is managed will gradually conquer every resistance, and little by little the aborigines will learn to appreciate the value of education, which will place them on an equal footing with civilized men.

Apart from the very marked protection of the government, we feel confident in the good results of the institution, because of the undeniable competence of the directors, already proved in the many establishments which they have hitherto managed in the republic.

Another school for children has been opened in Jipijapa (province of Manabi) on the 1st February, 1872, under the direction of the same society of Brothers. The ceremony took place with all the pomp which republican countries, understanding the importance of the diffusion of knowledge, give to the establishment of educational institutions, in which is the best hope of the progress and future of the state.

The government has ordered the purchase of two farms for a practical school of agriculture, and has directed that a number of articles for the school of arts and sciences be purchased in the United States. Brother Felier, in charge of organizing the establishment, has proceeded to New York in fulfillment of this purpose.

The education of women likewise improves daily among us, and we can now add to the colleges directed by the Sisters of the Sacred Heart those under the supervision of the Sisters of Providence and the Sisters of the Good Shepherd, who, among other beneficial objects, propose one interesting to our society, the want of which has been keenly felt, namely, an education for females adapted to all classes of society and to the different conditions of life. With the decided patronage given to establishments of education, making them more general, the most positive and durable good is obtained.

We can not do less than congratulate ourselves on seeing the flattering picture which Ecuador now presents, where the national schools are superior to those of other Hispano-American republics, excepting only Chili.

Since the 3d of April, in the canton of Amboto, 14 primary schools for children have been established, with 907 scholars.

SCHOOL OF FINE ARTS.

The school of fine arts was opened in the capital, Quito, on the 2d May, 1872, with 13 students, and increased to a larger number in a few days. The kindly disposition of the inhabitants of Quito toward all the arts, and more especially painting, of which they have always given excellent proof, is well known, and we believe that this new institute will efficaciously develop so as to deserve the consideration of the most civilized nations and contribute to the country's glory.

GUIANA, (BRITISH.)

(British Colony. Area, 76,000 square miles. Population, 193,491.)

Inspector of schools, W. G. G. AUSTIN.

From Mr. Austin's report for 1870, published at Demerara in 1871, the following facts are gathered:

TEACHERS.

As a rule the teachers are all colored, and are either native creoles or foreigners from the British West Indies. In the city of Georgetown, the capital, there is a normal school, bearing the name of Bishop's College, at which most of the native teachers are trained. The faculty of this institution consists of a warden, a sub-warden, and a training-master. The regular time for admission is in September, and candidates are obliged to pass an elementary examination. As there are seldom more than four or five vacancies at the close of the academic year, the examination is usually competitive. Students have board and lodging free at the institution, and those who are in connection with the Church of England receive £10 a year, or £4 a month, to assist in defraying the necessary expenses. The course of instruction embraces the usual branches of a common English education, Latin and algebra being the only extra branches. At the semi-annual examinations various classes of merit are awarded. At the first examination only common English branches, with music and drawing as optional subjects, are required; at the second, algebra, and book-keeping also, to which such moment is attached that in case of failure in either, despite having obtained the number of marks necessary, no certificates are conferred. Pupil-teachers have also to pass an annual examination in August, somewhat similar to that of the teachers, though more elementary.

The system upon which teachers are paid is in the highest degree calculated to draw out the energy and teaching-power of the master. Salaries are dependent upon two conditions: the efficiency of the pupils, as exhibited at each yearly examination by the inspector of schools, and the annual averages returned. The consequence is that the salaries are continually varying.

SCHOOLS.

The schools are divided, according to the results of the examination, into five classes, A, B, C, D, and E, with a *per capita* allowance of 8, 7, 6, 5, or 4 dollars, respectively, as a government grant. This grant, however, constitutes only two-thirds of the sum allowed to schools, the other third being supposed to be raised by school-fees. In case these fees do not amount to one-third of the government allowance, the latter is, by a regulation of the education committee, subject to a reduction. Hitherto, however, it has been found impracticable to carry this rule into effect, as very few schools succeed in raising the required third. The amount of fee paid by each child is rather left to the discretion of the teacher; usage, however, has fixed it at from 4 to 8 cents a week.

School-houses are, with few exceptions, erected at the expense of the various religious denominations, they deriving aid from the government when asked for. Schools, therefore, are under the immediate control of the clergy, who are termed their patrons, and in whom is vested the power of appointing or dismissing the teacher at pleasure, as also the division of the grant among the various school officers.

SCHOOL-INSPECTION.

The inspector pays a visit to every school once a year, for the purpose of holding examinations. Three or four days previous to his coming the patron is officially notified in a printed letter, accompanied by a number of schedules to be filled out by the teacher. On these schedules are entered all the names on the register for the quarter; those presented for examination arranged in standards according to their attainments. Against each name are placed the age, index number, time of admittance, and number of times present at school during the preceding six months. No child is eligible for examination who has not attended at least one hundred times during the preceding six months. The examination embraces reading, writing, arithmetic, and dictation. There are six standards of merit. In order that a school should pass satisfactorily in any class, it is necessary that 60 per cent. of the average for the year should be able to pass in standard I, which is the lowest. For a school to be placed in either of the classes A, B, C, or D, it is necessary that 8 per cent. of the average should pass in standard VI, 10 per cent. in standard V, 14 per cent. in standard IV, and 20 per cent. in standard III.

IRREGULARITY OF ATTENDANCE.

The irregularity of attendance, particularly in the rural districts, is a great drawback to the efforts of the teacher. Here the parents work on the sugar-plantations, and as they have their own farms usually at a great distance from their houses, Monday is the day which they regularly set apart for bringing home provisions to serve the family during the week; and, generally speaking, all the children who are able to assist are carried "aback," as it is called. So it frequently happens that Monday's attendance bears a proportion of not more than one-fourth or one-fifth that of Wednesday. If, on the day of the inspector's visit, all whose names are on the schedules for examination are not present, the inspector usually makes a second visit, when such absences can be satisfactorily accounted for.

SCHOOL-HOURS.

The schools are open at 9 a. m. and 1 p. m. The hour from 12 to 1 is given for recreation. At 10 a. m. and at 2 p. m. the register is called, and children coming after these hours are not included in the numbers, which are put down immediately on summing up those present. A child regularly attending for ten weeks is eligible for examination, so far as the requirement of "time" can qualify him.

STANDARDS OF MERIT.

Standards.	Reading.	Writing.	Arithmetic.	Dictation.
Standard I..	Monosyllables	Monosyllables, or letters from a copy set on a slate.	Notation up to 20.	
Standard II..	Third book of any revised series.	Words as above.....	Any of the lower rules of arithmetic.	
Standard III.	Third book of any revised series.	Writing from a copy set on the slate or on the blackboard.	Substraction and long multiplication.	
Standard IV.	The Irish fourth book, or that of any revised series.	A plain, legible, round hand as above.	Long division and the compound rules up to compound multiplication; notation to millions.	A passage, similar to that read, written on slate.
Standard V..	The Irish fifth book, or that of any revised series.	A neat, round hand as above.	The compound rules, including reduction and notation up to billions.	A passage, similar to that read, written on paper.
Standard VI.	Reading from the sixth standard of any revised code of school books, or from a newspaper.	A fine and neat round hand from Darnell's course, or any other standard copy-book.	Proportion and practice, or bills of parcels and notation.	A passage, similar to that read, written on paper.

STATISTICS.

The number of schools, exclusive of Indian missions, aided by government was 149, 10 of which received grants for the first time in 1870. The number of children on the 31st December was 15,669, exclusive of a few schools from which no returns have yet been sent in; and the average attendance was 8,894. These schools belonged to the following denominations: Church of England, Church of Scotland, Roman Catholic, Wesleyan, London Missionary, and Congregational.

The expenditure of the board of education in aid of salaries, rents, repairs, books, and other school-requisites, during 1870, was $63,747.06.

PARAGUAY.

(Republic. Area, about 80,000 square miles. Population, about 1,000,000.)

No report has been received.

PERU.

(Republic. Area, 558,000 square miles. Population, 3,374,000.)

Minister of public instruction, THE MINISTER OF THE INTERIOR, F. ROSAS.

No report has been received.

URUGUAY.

(Republic. Area, 75,000 square miles. Population, 350,000.)

Minister of public instruction, THE MINISTER OF THE INTERIOR, Dr. C. REGUNAGA.

No report has been received.

VENEZUELA.

(Federal Republic. Area, 426,712 square miles. Population, 1,594,433.)

Minister of public instruction, M. SANAVRIA.

No report has been received.

V.—AUSTRALASIA.

No recent educational reports having been received from any of the British colonies or any other portion of Australasia, with the exception of the Sandwich Islands, a brief exhibit of education in those islands is given below.

SANDWICH ISLANDS, OR KINGDOM OF HAWAII.

(Constitutional Monarchy—Kingdom. Area, about 6,000 square miles. Population, 57,145.)

The government of these islands is at present somewhat unsettled, as the King (Kamehameha V) died very recently, without leaving any offspring.

STATEMENT OF M. DE VARIGNY.

M. de Varigny, late counselor of education, minister of finance, and privy counselor of King Kamehameha V, has recently published a statement on education in the Sandwich Islands, in the well-known Paris paper, Le Temps, from which the following facts are gleaned:

The education department is not subordinate to any of the ministries, but to a special educational council. Parliament has never yet either refused or reduced the appropriation, which was for the financial period April 1, 1870, to March 31, 1872, $88,348, although the total annual receipts of the kingdom during the same period only amounted to $964,956.

A wealthy native recently made the following characteristic speech in Parliament: "Some of you seem to show hesitation in voting for the educational appropriation. As for me, I do not feel any hesitation on this point. I would rather pay the schoolmaster than the police-officer; the latter protects my property, but the former teaches to respect it. Every dollar we pay for education is an insurance premium paid to the future. Compare the large sums we had to pay for our police in our department of justice with the small amount paid now for the same purpose. The more we pay for education, the less we shall have to pay for the other."

Education is compulsory and free of charge. Parents are obliged to have their children instructed in reading, writing, and arithmetic. In every district there are one or more schools for boys and girls. The teachers are appointed in each district by a permanent district committee, consisting of the justice of the peace of the district, a private citizen of the district, appointed by the educational department at Honolulu, and one citizen who must be a father of a family, who is elected by absolute majority of votes by all the fathers of families in the district. This district committee superintends all the schools, sees to it that the attendance is regular, and every month sends a detailed report to the education department at Honolulu.

Religious instruction is entirely separate from secular instruction, and teachers are strictly forbidden to speak of religion in school, or to teach any religious doctrines, religious instruction being left entirely to the parents and clergy. Outside of the school hours, which are from 9 a. m. to 2 p. m., the school-house may be used by the clergymen, or any teacher of religion, for giving religious instruction.

The district schools are primary schools, but there are also a few secondary schools, in which poorer scholars are instructed free of charge.

In the city of Lahaina (population, 3,581) there is a normal school, with about 120 students, which supplies almost all the teachers for the country.

Besides the public schools there is also a number of private schools, as every one is at liberty to establish a school, and as the government does not oblige parents to send their children to the public schools, but merely insists on having their children instructed in reading, writing, and arithmetic.

It would be difficult to find in the whole kingdom ten persons, men or women, at the age of 20 who are not thoroughly versed in these three elements of education. There may be but few natives who possess a higher or classical education, but likewise very few who do not possess a very good elementary education. People read a great deal, especially newspapers, whose number and circulation are very large compared with the number of inhabitants. The two chief papers are printed in the Hawaiian language at Honolulu; they are papers of considerable size and are generally well edited. One of them, the "Kuokoa," (the Independent,) is the organ of the opposition, and has a circulation of at least 5,000. The other paper, the "Auokoa," (the New Era,) is the government organ, and advocates the national independence. It has about the same number of subscribers as the "Kuokoa." Other papers are published in English, and are likewise read a great deal by the natives. Besides the political journals, which enjoy all the privileges of an entirely free press, there are several religious papers published by the different religious denominations.

OBITUARY OF FOREIGN EDUCATORS, AUTHORS, AND MEN OF SCIENCE.

From September 1, 1871, *to November* 1, 1872.

1871.

SEPTEMBER.

Th. Schliephake, professor of philosophy in Heidelberg, died September 5.

Th. Leykant, professor of chemistry in Nuremberg, September 14.

C. Süpfle, philologist, in Baden-Baden, September 15.

Bernhard, president of the school-council of the canton of Grisons, Switzerland, at Chur, September 15.

Richard Bentley, well-known English publisher, in London, September 15.

Dr. Hertz, professor of anatomy at Erlangen, Bavaria, September 27. He was the first Israelite who received a government appointment in Bavaria.

Cipriani Potter, director of the academy of music in London, a friend and pupil of Beethoven, in London, September 29.

OCTOBER.

Arvid August Afzelius, Swedish poet and historian, at Enköping, Sweden, October 1.

Dr. J. B. Baltzer, professor of dogmatics at Breslau, Prussia, October 2. He was a Catholic theologian of high repute, and wrote numerous theological works, of a liberal and philosophical character, for which he in 1860 was suspended from office by the archbishop of Breslau.

Charles Babbage died about the middle of October, in England. He was born in Devonshire, December 26, 1792, studied at Cambridge, and devoted himself entirely to the study of mathematics. He is the inventor of the calculating-machine, and wrote numerous works, the most important of which are "Tables of Logarithms" and "Economy of Manufactures," besides numerous essays for scientific journals.

Sir Roderick Murchison died in London about the middle of October. He was one of the greatest geologists of our time. Born February 19, 1792, he entered the army in 1807, and took part in the Peninsular war, but left the service in 1816, in order to devote himself entirely to the pursuit of science. His most famous works are "The Silurian System" and "Geology of Russia in Europe and the Ural Mountains."

Dr. M. E. A. Naumann, professor of medicine and natural sciences at Bonn, October 19. He was born at Dresden, October 7, 1798, studied at Leipzig and Berlin, and was professor at Berlin, from whence in 1828 he was called to Bonn. Naumann was one of the most eminent teachers Germany possessed, and wrote many works, the most important of which are, "Manual of Medical Clinics" and "General Pathology and Therapeutics."

NOVEMBER.

Professor Peter Hjort, famous Danish philologist, November 11, in Copenhagen.

Nicolai Turgenjew, near Paris, November 13. He was a Russian writer of liberal tendencies, well known through his work, "La Russie et les Russes."

DECEMBER.

Dr. Franz Sanchaber, professor of Roman law in Würzburg, Bavaria, December 10.

Dr. Baumann, December 15, at Berlin; a pupil of Hegel, and author of many critical and philosophical essays.

Henrick Allen, professor of history at the university of Copenhagen, December 27. A famous Danish historian and author of the best and most critical history of Denmark.

Maurus Schinagl, professor at the Schotten-gymnasium at Vienna, well known philologist, December 28.

1872.

JANUARY.

Ludolf Wienbarg, well-known German liberal author, critic, and journalist, at Altona, January 2.

Dr. Ernest Büchner, distinguished professor of medicine in Munich, January 2.

Christian Petersen, professor and librarian of the city library in Hamburg, January 16.

Franz Grillparzer, famous German dramatist in Vienna, January 21.

A. Trendelenburg, professor of philosophy at the Berlin University, in Berlin, January 26. He wrote numerous works, chiefly on ancient philosophy, but also works of a political, historical, and educational character.

FEBRUARY.

J. W. Kaltschmied, professor in Leipzig, well-known author of dictionaries of the French and English languages, about the middle of February.

Dr. Von Oehler, professor of theology in Tübingen, Würtemberg, February 20.

Dr. M. A. Levy, professor of archæology and philology in Breslau, author of a dictionary of the Phœnician language, February 22.

MARCH.

Johann Carsten Hauch, one of Denmark's greatest poets and dramatists, professor of literature and æsthetics; for many years director of the Royal Theater, Copenhagen, in Rome, March 4.

Dr. Dietsch, professor of theology, at Bonn, March 5.

Professor Goldstücker, well-known orientalist, in London, March 6.

Giuseppe Mazzini, well-known Italian patriot, who also took the greatest interest in educational matters, at Pisa, March 10.

APRIL.

H. Von Mohl, professor of botany in Tübingen, Würtemberg, April 1.

Martin Ohm, famous mathematician and professor at the Berlin University, in Berlin, April 1.

Pictet de la Rive, zoölogist and paleontologist, in Geneva, beginning of April.

Von Schreiner, professor at the University of Graz, Austria, April 2.

A. E. T. Langier, astronomer, member of the French Academy in Paris, beginning of April.

Dr. Max. Friedländer, distinguished Austrian journalist, editor of the "New Press" in Vienna, April 20.

Dr. F. L. A. Schweiger, librarian and professor of the history of literature, at Göttingen, April 23.

MAY.

Flodoard Geyer, professor of music, at Berlin, beginning of May.

Dr. Ludwig Kaiser, professor of philology, at Heidelberg, May 5.

Dr. N. A. Von Müller, orientalist, in Lundenburg, near Vienna, May 16.

Dr. Hans Pfaff, professor of mathematics at the University of Erlangen, in Erlangen, May 20.

Otto, Baron Von Hingenau, authority in mining matters, in Vienna, May 23.

Schnorr Von Carolsfeld, one of the greatest German painters of modern times, in Dresden, May 24.

Sir Henry Lytton Bulwer, English diplomatist, traveler, and author, brother of the well-known poet and novelist, author of the interesting works "France; Social, Liter-

ary, and Political," "The Monarchy of the Middle Classes" &c., &c., in London, May 27.

Dr. Adolf Solbrig, professor of psychiatry at the University of Munich, in Munich, May 31.

Friedrich Gerstäcker, Germany's greatest traveler, author of many works of travel, especially in North and South America, in Brunswick, May 31.

JUNE.

Charles Lever, well-known English novelist, for many years British consul in Trieste, in Trieste, June 1.

Dr. Hundeshagen, professor of church history and dogmatics at the University of Bonn, author of many standard theological works, at Bonn, June 1.

Dr. J. F. Hessel, professor of mineralogy and technology at the University of Marburg, in Marburg, June 3.

Dr. Thorbecke, famous Dutch statesman, author of works on political economy, and a great friend of education, at the Hague, June 3.

Dr. Robert Prutz, German poet and litterateur, author of many works on the history of literature, at Stettin, June 21.

Dr. E. F. Souchay, historian, in Frankfort-on-the-Main, June 30.

Dr. F. Kampe, author of many free religious and philosophical works, in Wildbad, June 30.

JULY.

Dr. Karl Jäger, oldest professor at the Vienna University, (91 years old,) famous oculist, at Vienna, July 2.

Dr. W. Eisenlohr, professor at the Polytechnic School at Carlsruhe, July 10.

Dr. Eugene Rosshirt, professor of obstetrics in Berlin, July 13.

Benito Juarez, president of the Mexican Republic, in Mexico, July 15.

Dr. Emil Seidl, professor of medicine at Prague.

Dr. E. Hauschild, professor of music at the University of Basle, author of standard works on the history of music. at Basle, July 29.

F. A. Kaiser, Holland's greatest astronomer, professor at the University of Leyden, at Leyden, end of July.

C. F. Appun, well-known German traveler and scientist at Georgetown, Guinea.

AUGUST.

Philipp Nathusius, editor of popular German journals at Lucerne, August 16.

SEPTEMBER.

Nicolai Frederik Severin Grundtvig, famous Danish theological, educational, and political author and poet, and bishop of the Danish church. He was born in 1783, in the parsonage of Udby, in the south of Zealand. Both on the father's and mother's side the family had been Danes, of the most Danish intensity, for long generations. He was therefore strongly national in all his writings, and of all the northern writers not one has so exclusively been a man of the people. He never cared to address the polite world of letters; he wrote poems for the people, and in return there is no poet in our time whose works have been so read and loved in the homes of the peasants as his have been. In his later years he spent much labor in advocating a new scheme of education for the poor and the rural population, by means of the so-called "farmers' high schools." He died at Copenhagen, September 2.

Dr. Koch, professor and philologist at Eisenach, September 5.

Don Manuel Mendez, minister of public instruction of the republic of San Salvador, murdered in Salvador, September 7.

Von Denis, technologist and architect, who built the first German railroad, at Dürkheim, September 9.

Dr. Georg Phillips, professor of the history of law and author of works on this subject, at Aigen, Austria.

Dr. Riedel, keeper of the royal archives and historian of the province of Brandenburg, at Berlin, September 8.

Dr. Ludwig Feuerbach, famous German philosopher. He was born at Landshut, Bavaria, July 28, 1806, and studied philosophy at Heidelberg and Berlin. For some time professor at Erlangen, he soon retired to private life and devoted himself entirely to philosophical studies. In the beginning a follower of Hegel, he soon showed himself as an independent thinker, in his first work, "Thoughts on Death and Immortality," which appeared in 1830. He boldly attacked the belief in the immortality of the human soul, and broke entirely with all philosophical and theological traditions. This

first work was followed by many others. He died in great poverty in the village of Rechenberg, near Nuremberg, September 13.

Charles XV, King of Sweden and Norway, the grandson of Marshal Bernadotte; a most enlightened and liberal monarch and great promoter of education in his country. He was the author of a number of military works, and as a poet takes high rank among the Swedish classical authors. He died at Malmö, September 18.

Christian Pessler, Leipzig's oldest bookseller, owner of the oldest publishing house in Leipzig, September 25.

Dr. Ferdinand Ludwig Stolle, well-known German author and journalist, in Dresden, September 29.

Wilhelm Bär, chemist and author of chemical works, in Reudnitz, Saxony, September 30.

OCTOBER.

Carl Liebig, director of the royal orchestra in Berlin, who very successfully worked for raising the musical taste of the Berlin public, in Berlin, October 6.

Dr. Karl Spurzheim, director of the imperial insane asylum, at Vienna, October 9.

Wladimir Dal, Russian author, under the *nom de plume*, *Kosack Luganski*. His most famous work is a Russian dictionary. He died at Moscow, October 4.

Jacques Babinet, eminent French scientist and astronomer, author of many works on astronomy, physics, and meteorology, in Paris.

Baron von Fircks, author of many works on political economy, at Dresden, October 22.

Theophile Gautier, famous French author in Paris, October 23.

Dr. Otto Fock, well-known German historian, at Stralsund, October 24.

Dr. Charles Daremberg, professor of medicine in Paris, author of standard works on the history of medicine, in Paris, end of October.

SPECIAL ARTICLES.

EDUCATION IN THE HAWAIIAN ISLANDS.

BY C. J. LYONS.

The first establishment of common schools in the Hawaiian Islands was effected under the direct supervision of the governing chiefs, between the years 1823 and 1827. After much persuasion by the American missionaries, the chiefs, together with their immediate followers, placed themselves under instruction. It is related that, at first, the King directed two or three of his more intelligent subjects to try this matter of learning to read, and see if it were safe, in which case he himself, and others of rank, would follow. In the course of time the new accomplishment became so popular that the adherents of the chiefs and others were sent all over the group to establish schools, which were attended by nearly the whole population. The schools were several hundred in number—at one time nearly nine hundred—composed mostly of adults, and, in their highest prosperity, were reported to contain 52,000 pupils. It was a remarkable instance of a body of despotic chiefs seeking, under the movement of Christian influence, to educate the masses of their barbarous people. The scholars assembled for instruction during an hour or two in the early forenoon, probably as soon as 7 or 8 o'clock, in most cases, and then dispersed to meet again, for a like period, at 3 o'clock, or thereabouts, in the afternoon.

The method of study was of the rudest kind, and the matter of discipline but little thought of. The teachers were under the patronage of the chiefs, who ordered the people to provide for their wants. In many cases they seem to have furnished the teachers with land to cultivate.

Besides reading and writing, some teaching in arithmetic and geography was attempted. Both these branches of study have always been favorites with the Hawaiians.

In a few years the larger part of the people had acquired the art of reading, and the schools, not being thoroughly established, especially for children, suffered a great decline.

From 1830 to 1840 the American missionaries sustained at each of their stations (which at the latter period were eighteen in number) schools intended as models, for which purpose small grants of money were made each year by the American Board of Missions, and valuable assistance rendered by the chiefs.

The schools in the outlying districts were kept up or not, according as there was more or less energy on the part of the people, or district head-men, (chief agents,) the schools being always under the direction of the missionaries.

After the French Roman Catholic mission was firmly established in the group, which was in 1839, its own schools were also set in operation, and furnished with school-books, prepared and printed by the same organization. These schools were not as numerous as the others, but have always been an important element.

FIRST SCHOOL-LAW.

In 1840 the first written constitution and laws were promulgated.

Among the latter was a school-law, further amended in 1841. By this law, which has a strong tinge of Massachusetts ideas, or something akin to them, in its composition, the parents in any district where the children outnumbered fifteen were empowered to meet and choose three of their number as school-officers. These were to act in conjunction with the superintendent for each island, who was appointed by the assembly of chiefs, (which was the then existing government,) in securing teachers. They were to provide for the support of the teachers from the avails of the old feudal-law-tax, (a labor-tax,) and the chief of the district was to provide a piece of land upon which the older scholars were expected to labor for the benefit of the teacher. The teacher, moreover, was entitled to freedom from taxation. Teachers were obliged, even at that early day, to have certificates. Attendance was made compulsory. To persons born after 1820, ability to read and write was made a condition of marriage, or of holding any office.

The schools do not appear to have thoroughly flourished under this system until 1846, when the departments of the government were organized, a minister of public instruction appointed by law, and authorized to draw upon the government revenues for the support of schools. He was directed to take the entire charge of the common-school system of the group; to make frequent tours of the different islands; to hold examinations; and to infuse energy and a spirit of order generally. In 1850 a regular school-tax of $2 upon each taxable individual was imposed, and the tax-collectors in

the different districts authorized to transfer the amount to a district-treasurer, who acted as paymaster to the teachers. This tax has been kept up to the present time. Efforts have been made to exempt parents sending their children to private schools, but, fortunately, without success.

The office of minister of public instruction was afterward changed to that of president of the board of education; the board consisting of three members.

By the act of 1865, which, with slight modification, is the present school-law, the board of education consists of five members, appointed by the King, to serve without pay. The prominence of the president of the board ceased by the creation of the office of inspector-general, whose duties are nearly those formerly imposed upon the minister of public instruction.

THE INSPECTOR-GENERAL.

He is appointed by the board, acts under the authority of that body, but has large discretionary powers permanently conferred upon him by resolution of the board. He is required by law to visit all the schools; to direct as to what studies shall be pursued, and in what proportions; to grant certificates of competency to teachers, and is empowered to cancel the same. He directs the repairs on school-houses; examines the accounts of the district-officers hereafter specified. Until recently, the appointment as well as the removal of teachers was in his hands. By the act of 1870 this was placed in the hands of a school-board to be noticed hereafter. No person in holy orders, or minister of religion, is eligible to this office. The position is now (1872) filled by H. R. Hitchcock, a son of an American missionary. Salary of the office, $2,000.

OFFICE OF BOARD OF EDUCATION.

The board of education keep an office in the government buildings. In attendance, the clerk of the bureau; salary, $1,500. Supplies of school-books and stationery are forwarded to the different schools from this office. No regular time of meeting of the board is imposed by law. Any appeal from the action of the inspector-general is made to the board. A biennial report is prepared, signed by the president of the board, and laid before the legislature at each session, containing all statistics, and such information as may be necessary. A sextennial census, counting from 1860, is ordered by law, and its duties committed to the board of education. In addition to this a complete registry of births, deaths, and marriages is provided for, to be kept by the sub-officers of the board, and reported biennally to the legislature.

DISTRICTS.

The islands, for all purposes pertaining to educational matters, are divided into districts, coincident with the taxation-districts. By the act of 1865, these are 25 in number.

In each district, the board appoints a school-agent. He is the local executive officer of the board for that district, acting as treasurer, trustee of school-property, registrar of births, &c., and performs whatever other duties of this nature that may be required. As attendance at school is compulsory, it is generally expected that the agent will make complaints for truancy.

In conjunction with the district-justice and an elective member, yearly balloted for by the parents and guardians of the children in actual attendance, the school-agent is member of a district school-board. This board has the power of appointing and removing teachers, subject to appeal to the board of education. It has no especial powers in addition, but is expected to assist and co-operate with the school-agent as he may need such assistance and co-operation.

TEACHERS

The usual pay of teachers in common schools is 50 cents per day. The actual amount is determined by the board of education.

Male teachers are mostly employed, it being only of late, and in cases where the sexes are separated, that female Hawaiian teachers have been employed.

School-hours are from 9 o'clock a. m. until 2 o'clock p. m., with one recess of 15 and one of 30 minutes. Teachers are required to have a certificate of competency from the inspector-general. They are now expected to attend the teachers' institutes, which are generally held once a quarter, one on each island, excepting Hawaii, where there are three. There is no normal school, but most of the teachers have received their education at the Lahainaluna Seminary. They are required to keep a register of scholars, and to give a certificate of dismissal to those leaving their school for another.

ATTENDANCE.

Attendance is compulsory upon all between the ages of six and fourteen. Parents or guardians are fined five dollars in case of absenteeism. Should parental authority prove powerless, a term at the reform-school, or labor otherwise enforced, is provided as a penalty. Teachers are now directed to make complaints for truancy to the district-justice.

SCHOOL-TERMS.

The vacations are fixed by the board of education; forty weeks, or ten weeks per quarter, being, by the present rule, the school-term for the year. The number of children requisite in each district to authorize the continuance of a school is also at the option of the same body, as well as the number of school-hours each day. The tendency among Hawaiians is to begin early and dismiss early.

SUPPORT.

The regular school-tax of $2 proving inadequate in many thinly-settled districts to keep up the schools during the whole school-year, a special appropriation from the general revenue was made in 1868, and has been since continued from year to year. For school-houses, the same has been done; the parents, however, in many instances co-operating with the government in repairing and building, when requested.

STUDIES AND SCHOOL-BOOKS.

In all schools known as common schools where tuition is free the instruction is entirely in the Hawaiian language. There is one exception to this in the Hilo (Hawaii) union school, the first attempt to establish a graded school on the islands. In this school, at a certain stage of advancement, scholars are admitted to the English department.

At Honolulu there are two schools attended by Hawaiians, (the royal school for boys and the Mililani school for girls,) where a fee of $5 per year is required of each scholar. In these schools competent teachers are employed, at salaries from $1,500 down, and the English language is made the vehicle of instruction. For many years the American Protestant mission furnished school-books in the Hawaiian language at a price below cost, prepared by its own members.

The Catholic mission furnished its own school-books. The scarcity of school-books, consequent upon the expense of preparing them where only small additions are necessary, had proved a great drawback.

Lately Thomson's Higher Arithmetic has been translated and published by the government. A reading-book modeled after the Progressive Third Reader of Town and Holbrook's series, but containing much original matter, succeeded this. An edition of 7,000 was printed of each.

Two geographies are now in course of preparation. Colburn's Mental Arithmetic, which has long been the standard, has been translated and reprinted. One cannot but sympathize with the Hawaiians in their efforts to keep up their own language, which to them cannot be replaced. The impossibility of obtaining at low wages teachers competent to introduce English as a common-school branch is the principal reason for its non-introduction.

A government day-school for English-speaking children is maintained at Honolulu; salary of head teacher, $1,500, with two assistant teachers. The distinction between this and the other high-grade schools already mentioned consists in the ability to use the English language previous to entrance, as no race distinctions are allowed.

In this connection may be mentioned two quite prominent independent day-schools in Honolulu, where English is taught by native Hawaiians.

LAHAINALUNA SEMINARY.

This is the national college for native male Hawaiians. It is not, however, a chartered institution, but is supported directly by government appropriations. It was established in 1831 by the American mission, near Lahaina, or Maui, which was then the second place of importance on the islands. It is modeled somewhat after the American college, the course of study requiring four years. Average number of students, 90; in attendance at the last report, 103. A valuable piece of arable land being attached to the institution, the pupils labor regularly for their own support. No tuition-fees are expected. In 1849, the government assumed the support and control of this seminary, under the stipulation, however, that no religious teaching should be introduced contrary, in its principles, to the previous teachings of the American mission.

Two foreign instructors with their families are sustained here at present—both sons of missionaries—and a Hawaiian assistant. The English language is taught as a branch, not as a medium of instruction. It is noteworthy that at this school was published in Hawaiian the first newspaper of the Pacific Ocean. This was in 1831.

OAHU COLLEGE.

This college occupies as leading a position as the Lahainaluna Seminary, and is the principal institution for English-speaking youths of both sexes. It is situated at the foot of the hills two miles east of Honolulu; was originally founded in 1841 by the American missionaries for their own children; and was chartered in 1849. In 1853 a new charter was granted, with a view to remodeling the institution after the pattern of an American college, at which time the present title was adopted. It has never maintained a permanent stand beyond that of a first-class academy. In most instances such young persons as have been desirous of obtaining a liberal education have, with good reason, been anxious to obtain at the same time the social advantages and experience only attainable in older and larger countries. In its proper character, however, of a high school, it has had a prosperous career, as a large portion of the better-educated members of the island community have received most of their education at this school. The present endowment is about $30,000, bestowed partly by the Hawaiian government, partly by the American board, and partly by individual donors, here and abroad. The government appoints two out of fifteen trustees. Principal's salary, $1,500. Three or four assistant teachers are generally employed. Present number of pupils, 75, of which 18 are boarders. A large tract of land belongs to the college. Manual labor is expected of the boarding-scholars. Summer-vacation, about twelve weeks.

OTHER GOVERNMENT SCHOOLS.

The Hilo (Hawaii) Boarding-School may be regarded as a government school to the extent that the sum of $1,200 a year for teachers' salaries, &c., is drawn from the public revenue.

It is a boarding-school for boys, numbering at last report seventy-three pupils. It furnishes a large proportion of teachers for common schools. The boys have regular working-hours.

The other government schools of higher class are the Haleakala Industrial School for Boys, at Makawao, Maui; teacher's salary, $1,200; number of pupils, 40; and the Reform School at Honolulu, established by the act of 1865; teacher's salary, $1,200; inmates, 60 to 70. In the latter, only the boys' department is kept up. A good piece of ground for cultivation belongs to this. Older boys are now often sent to the plantation to work.

FEMALE SEMINARIES.

The plan of assistance adopted by the government for this class of schools, which are more or less denominational, is by means of what is called the "capitation-fee." From $25 to $50 per year, according to advancement in the course of study, is allowed to each scholar who shall have remained after the first year. This assistance, however, is not by any means always asked for, especially in the case of the largest school of this class, viz, that of the Sisters of the Sacred Heart, (Catholic mission,) at Honolulu. They have 51 boarders and 55 day-scholars; total, 106.

Connected with the English Episcopal mission are two schools of this sort—Saint Andrew's Priory, at Honolulu; pupils, 67: and Saint Cross Seminary, at Lahaina; pupils, 58.

The American Protestant mission to the islands was discontinued by the American Board of Commissioners for Foreign Missions in the year 1863, on the ground that a formal connection with the board was no longer necessary. There are three female seminaries not under the control of any religious body, but the instructors are mainly descendants of the members of the said mission. These are the Makawao Female Seminary, on Maui, with 46 pupils, and possessing the finest school-building on the islands; the Kawaiahao Female Seminary, at Honolulu, with 51 pupils, established in 1867; and the Waialua Female Seminary, also on Oahu, established in 1865, with 30 pupils. These are all more or less modeled after schools of the same character in the United States.

OTHER INSTITUTIONS.

The Catholic mission, at an early date in its history, established a high school for boys, known as Ahuimana College, on the northeast side of Oahu. The pupils are said to be well drilled in habits of industry. The present number is 38. The French language is one of the branches of study.

The English missions are the especial supporters of Iolani College, Honolulu, which has made a prosperous beginning with 30 foreign and native pupils. The government maintain 11 scholarships in this school.

There are a number of independent schools in different places, as will be seen from the figures in the table following; but the above list includes all the important institutions of learning in the Hawaiian Islands.

CONCLUDING REMARKS.

The above summary may, after all, fail of conveying a correct impression of the actual amount of school-learning. A serious difficulty, in the way of progress in educational respects on the islands, is the co-existence of two languages. This stands in the way of a graded school at Honolulu. The progress of the native Hawaiians, if studying in English, is hindered by their non-familiarity with the words used, and, if instructed in Hawaiian, by the paucity of literature in that tongue. To counterbalance this, however, some of the evils of large and crowded public schools are avoided, and (may it not be added?) the evils of the modern system of cramming too much book-knowledge into youthful brains. Nor is the rigid discipline of colder climates possible, except in rare cases, with those who have felt no climatic influence, save that of the tropics. As a result of educational efforts, there exists probably no community in the world with so large a proportion of its inhabitants able to read and write. Though there are no published figures on the subject, it is known to be a rare thing to find a native unable to read. The newspapers that are published in the Hawaiian tongue are perused with the utmost avidity, and a remarkable familiarity with passing events is noticeable among all classes.

STATISTICS.

The following table is from the educational report for 1872:

Schools and school-attendance of the kingdom in 1872.

	Number.	Boys.	Girls.	Total.
Common schools	202	3,574	2,700	6,274
Government boarding-schools	3	205	.....	205
Government day-schools	5	344	148	492
Boarding-schools aided by government	9	170	197	367
Day-schools aided by government	8	168	106	274
Independent boarding-schools	4	18	78	96
Independent day-schools	14	312	267	579
Totals	245	4,791	3,496	8,287

The following figures show in round numbers the amounts expended by the government for educational purposes in 1871:

Avails of school-tax expended in districts where collected	$36,000
Special appropriation for common schools	8,500
For building school-houses	1,500
For school-books	2,500
Reform-school	7,800
Higher-grade schools	20,500
Total annual government expenditure	76,800

This is about one-sixth of the total revenue.

THE VALUE OF COMMON-SCHOOL EDUCATION TO COMMON LABOR.

BY EDWARD JARVIS, M. D., DORCHESTER, MASS.

The object of common-school edueation is ordinarily supposed to be simply the aequisition of knowledge, reading, writing, arithmetie, geography, grammar, &e. These are the simple elements which most children aequire in various degrees of fullness and aeeuraey. They are generally considered sufficient to fit men and women for the eommon responsibilities of life. These enable the possessor to transact the usual business of the world, and every one should be required to understand them before he enters upon maturity.

Beyond the mere knowledge of faets and prineiples, there are other advantages equally important and valuable, that grow out of the proeess of study and acquisition. The training and diseipline of the school quicken and energize the whole mental nature, and give it a faeility of applying itself and its varied faeulties to manifold purposes.

The new energy given to the pereeptive and refleetive powers, by study in the schools, remains a permanent possession after the period of edueation shall have eeased, even though the lessons may have been forgotten. The boy in his plays abroad, men and women in all their pursuits, find ceaseless oeeasion for their use, and pleasure as well as profit in their exercise. The eyes are opened; the dull vision becomes keen; the edueated boy or girl beeomes an observer, and sees things whieh the unawakened eye and untrained mind pass by without notiee.

The reasoning faculty is also quiekened, and the nature, relations, and purposes of things are studied. Thus people become uneonscious philosophers, in their several ways, with various depths of insight into the character of the matters that eome before them.

Life is a perpetual opportunity of study, presented to our attention. The earth and all surrounding objeets, the world and its cireumstances, are or may be uneeasing subjeets of observation and refleetion. People and animals, and their eonditions and relations, are ever offered for our thought. The mind pereeives these, with more or less eare and aeeuraey, aecording to its edueation and habit; one that is developed and trained to aetivity sees more than another that has not been quiekened nor aeeustomed to aetion.

Two persons, one edueated in the common school and the other untaught and undeveloped, may travel along the same road or over the same field. The same objeets and events may be presented to the physical eyes of both, but they make widely different impressions on their mental eyes. To the one whose mind has been enlivened the way is filled with objects of interest. His retina and brain are impressed with the images of things that are before and around him, and his journey, however short, offers him pleasant and profitable lessons for study. His aetive brain is oceupied with the sight of men, ehildren, houses, trees, flowers, cattle, carriages, teams, events, that pass before him. These he sees, perceives, and understands. His reasoning powers, equally aetive, reeognize the relations, causes, and purposes of things: the meadows overflowed by the reeent rains, the vines eut down by the last night's frost, the heavy carts drawn by oxen for farm-work, the lighter carriages for business or pleasure, the long and slender poles by the house for fishing, the shorter and larger poles for support of beans in the garden, the longer stakes for support of grape-vines, and the heavier stakes or posts for the fenee; his busy perceptive and refleetive faculties notiee these and manifold other things along the course of travel, and beyond their outward appearanee discover the causes that produeed them and the purposes for whieh they were made. So his life is a continued suecession of observation and reasoning. Whether he have an objeet or not, whether mere euriosity or business impel him, his brain is eontinually at work, and gathering strength by exereise, and faeility of applieation to any purpose that he may wish to accomplish.

To the other and duller traveler, whose mental eye has not been opened, and whose reasoning faeulties are yet dormant, the way and the field are blank and uninteresting. He sees little or nothing, and draws few or no eonelusions. His mind is exeited to little aetion, performs no labor, and gathers no strength from observation of the scenes and events that pass before his untrained physical eye.

OBSERVING CHILDREN.

A sagaeious teacher of a country-school required eaeh child to make or write something on a slate every day—a mark, a letter, a word, sentenee, or a eomposition, aeeording to his or her capaeity. One morning a girl of ten years wrote a history of her jour-

ney from her home to the school-house. She wrote this as rapidly as her pencil could form the words, for her mind was filled with the things which she had noticed on the way, and the reflections and emotions that they had excited. The journey was full of interest, and observation of the people, cattle, dogs, birds, insects, fields, corn, rye, flowers, wagons, &c., that she had passed in the few minutes' walk from her home.

She said, coming by the grist-mill, she noticed the pond, which was full the day before, was now empty, although a plenty of water was running through the channel, and through a sluice-gate in the dam. She concluded that it was drawn down by design. Seeing men at work with axes, saws, and hammers under the hill, she inferred that they were repairing the water-wheel. Soon after, she met a farmer going toward the mill with some large bags, well filled, in his wagon. She then thought that he was carrying grain to the mill to be ground, and felt a pity for him, as he would be disappointed, for that day, at least. She carried her sympathy to the farmer's home, and hoped that he had not waited until they were out of meal, and that the family would not have to wait for bread until the water-wheel should be repaired. Passing a house, she saw bundles of shingles in the yard, and a ladder raised to the eaves; she concluded that the roof was to be shingled, and, soon meeting a man with a hatchet in one hand, and a box of tools in the other, she supposed he was the carpenter going to do this work on that house.

Seeing a hen in a farmer's yard with only five chickens, she remembered that she had six the day before, and suspected that the fox, skunk, or other wild animal that was supposed to have destroyed some of her father's and other neighbors' chickens, had been at work here also, and was still too cunning to be caught in the traps that had been set for it. Seeing a robin fluttering about a tree, manifesting by her manner and her cries great distress, she looked under the tree and saw a cat looking very intently upward; she inferred that the bird had a nest with her young there, and was fearful that the cat had a design to destroy them.

With these and other observations and reflections on the things and events which she had seen on the way, she filled two sides of a large slate. She was an observer and a reasoner. Her mind and its elements had been quickened into life, and had found a plenty of occupation in this simple way. But another, with more torpid reasoning and duller perceptions, might have passed over the same road at the same time and seen little or nothing. With few or no facts, and no conclusions, the whole history of the journey would be that she walked from home to the school.

Thus boys and girls who are educated and trained to observe and reflect by the studies of the school carry their power and habit of mental action with them wherever they go. In the sports of childhood and youth, in the various employments of maturer life, whether they are laborers, farmers, mechanics, or workers in any other sphere, whatever may be the material on which they may operate, whatever may be the changes they may desire to effect, or results they may attempt to produce, they enlist the co-operation of their sharpened perceptions and disciplined reason in the plan and performance of their undertakings.

MUSCULAR FORCE.

The bones of the animal frame are covered with a great variety of muscles. They are the lean meat and constitute a large portion of the body. By their contractions they bend the joints and move the limbs. By these we walk, we strike blows, we lift, draw, and push, we use tools, move machines, we cut, saw, hoe, and dig, we make the rough smooth, and the smooth uneven, we alter the form and condition of things, and produce other effects and changes in external matter as occasion may require.

It is not sufficient for these purposes that man is endowed with this great force, however varied and versatile it may be. It needs to be directed and measured, so that a blow shall be in the proper direction, reach the intended point, and produce the desired effect. The hammer must hit the head of the nail, the ax the place where the wood is to be divided, the spade the rail that is to be moved. The blow must be struck with the appropriate momentum, not too great, which may crush and injure, nor too little, which will fail of effect and be lost.

TRIP-HAMMER.

The old-fashioned trip-hammer always struck its blows in one invariable course, and inevitably reached its object if it was in the line of motion. It dealt its blows with unvarying force upon whatever was in its way, whether it was the largest bloom or the smallest wire. The later improvements of lifting, by steam, enable the workman to measure and control the momentum, but the direction is ever the same.

LIVING WORKER.

The living worker has no such limit as to direction of movement, or as to momentum. But he can vary the first indefinitely, and the last within the limit of his strength. The muscles are so distributed and arranged that man can move his limbs in any line.

He can strike upward and downward, forward and backward, to the right and to the left, and at any angle between them. He can give these movements any degree of force, between that which is only sufficient to produce the slightest touch and that which is given with all his might.

All this animal force is under the control of the brain and the mind. These, through the nervous system, govern the contraction of the muscles and guide the movements of the hands and the feet in any desired direction, and measure the force of blows, and apply them to all purposes.

It is this control of the brain and muscular force that gives the limbs of the animal the superiority over the trip-hammer. It is the control of the mind over the brain that makes the hand of man more effective than the foot of the lion. It is the mental development and culture, the discipline and certainty of physical actions, that make the skillful workman superior to the awkward and unskillful, in the application of muscular force to the business of life.

CONDITIONS OF SUCCESSFUL LABOR.

In the performance of all labor of the body, there are two things to be considered: 1. The nature and character of the material on which the operation is to be done; 2. The force by which this is to be effected. It is necessary to adapt the force to the condition of the matter in which changes are to be made, and to apply it in such a way and manner as to produce the desired results, without injury to the operator or the subject of the work.

The carpenter works on wood; the smith, on metals; the brick-maker, on clay; and the farmer, on the earth. Each must comprehend the nature and condition of the substance to which he applies his hands or his tools, and the best way of making this application in order to accomplish his purposes. This necessity is attached to all the labor of the world. Mechanics of every grade, the coarsest as well as the most refined, the wood-sawyer, the coal-heaver, the shoveler of gravel, all come under this law, all need to study, observe, and reflect, and in proportion as their minds co-operate with the hands, in ratio of the activity and correctness of their perceptive powers and the carefulness of their conclusions, will they succeed in their attempts at work. The difference in the degree of this co-operation of brain with muscle or the habits of observation and reasoning with the physical movement constitutes the difference between the successful and the unsuccessful, in every sphere of employment.

Intelligent workmen, with their eyes ever open, clearly comprehending the nature and character of the materials on which they are to operate, and the changes that they are to make, next consider the manner in which they can best apply their powers for this purpose. Having thus laid their plans, they use their power discreetly and effectively. They strike their blows where and in the direction that will give them the best effect. They waste no time nor strength in striking where no change can or need to be made.

When a succession of blows is needed to produce a definite result, they are so given that their effect is accumulative. Each adds to the effect of the preceding. The skillful wood-cutter strikes the second blow with his ax in the plane and the place of the first. The third and the fourth follow in the same plane, until the parts are severed.

The observant workmen run against no needless obstructions; or, if they meet them, at once they discover whether they can be overcome; and if not, they expend no force in the struggle to remove the immovable. They arrange and perform the successive processes of their work with appropriateness. Each exertion seems to grow necessarily out of its predecessor and to add to its effect. As soon as one process is completed the next suggests itself, with a manifest fitness. No time is lost in doubt as to what shall be done next, or in the transition from one step to another. No mistakes are made in the order or propriety of these movements.

Such men do not depend merely upon their bodily force in effecting their purposes. They take advantage of all the natural aids which are offered in the position and relation of the substance on which they wish to operate. They take hold of things in the way they can be most conveniently moved. They do their work easily and with comparative grace. They are what are commonly called handy men. They have an aptitude for whatever they undertake to do. Without superior strength, they use what they have with such tact that they accomplish large results.

A skillful builder of rude stone walls in a rural district was rather a slight man as to stature and weight, yet he was noted for his power to place on a wall, unaided, a larger stone than any other man in his town. His neighbors said he knew how to take advantage of it, and could handle heavy stones easily. Unconsciously, he was a practical natural philosopher in his work. He availed himself of the facilities of means and position that nature afforded him, the lever, inclined plane, &c. Such men in their several ways expend and apply their forces economically and successfully, without exhaustion or even great fatigue.

The unthinking, unskillful worker may be larger and heavier; he may be able to

lift greater weights and strike harder blows, yet his exertions are uncertainly directed and may be misapplied, and consequently partially or entirely lost. While this paper was in preparation, two untaught laborers were seen endeavoring to lift out of its bed in a quarry a large stone loosened by powder. They placed their iron bars in such a manner that nearly the whole of their force was expended in pressing the loose stone against the fixed ledge on the opposite side, and no part of it would tend to lift the stone from its place. A better observer then removed the bars to another side of the fragment of rock, where their movement would be in the only line in which the stone could be taken from its position. These are awkward and comparatively unprofitable laborers. They may be very strong, and expend more force, and become more fatigued, and yet, with all their great endeavors, they accomplish less than their more intelligent associates.

These differences in the application of personal force may be seen everywhere in the world, in all departments of labor, among mechanics of every occupation, cultivators of the earth, the hewers of wood, all who use their hands, tools, or machines to effect changes in the position, relation, or condition of material substance. Even the laborer, whose occupation would seem to require no thought nor skill, the scavenger who scrapes the mud in the streets, the shoveler who fills a cart with gravel or manure, the man who digs the garden with his spade, the boy that turns a grindstone to sharpen an ax—among all, there is a manifest and practical difference as to the manner of applying their forces to their work, and as to the effect of their exertions, between the thoughtful and the thoughtless, between those whose quickened mind lends its aid to their muscular efforts, and the duller workmen, whose hands alone are given to their possessor, and take their chance of moving in the best and easiest, or in the harder and less appropriate way.

ANALYSIS OF PROCESSES OF LABOR.

In this view of the matter, it is interesting and profitable to watch the movements of workmen, mechanics, farmers, laborers, and analyze their successive processes, and see their relations to each other, to the material on which they operate, and to the result which they attempt to produce.

WOOD-SAWYER.

It seems to be a very simple matter to saw wood for fuel. Anybody, without intellect apparently, can do this work. Nevertheless, the intelligent and thoughtful can do it better and more rapidly than the ignorant and careless. The saw-horse must stand firmly on all its four legs. The log or stick must be placed securely in it, well balanced and supported; otherwise it yields, rolls, shakes, or recedes before the pressure of the saw. If it be so placed that the cut is in the middle of the horse, between the legs, when the division is nearly made the stick bends downward, the two inner ends of the partially divided parts are brought together, they press upon the saw and render its movements very difficult and often impossible. If the stick be so placed that the cut is made outside of the horse, unless the part that rests upon the horse is long and heavy and is held firmly in its place by its own weight or by the foot of the sawyer, or unless the saw is run close to the horse, the pressure will turn the outer part of the stick downward and bend or twist the saw and prevent its running. By proper movement of the saw, forward and backward, the teeth cut off particles of the fibers of the wood and make a narrow fissure through the log. The power that does this is the result of the twofold force—that which would move the saw in the direct line of its length, and that which would press it into the wood. If the first act alone, the saw moves over the log without cutting; if the second act alone, the saw is immovable. It is therefore needful to combine these forces in such proportions, and to bear upon the saw at such an angle, that the teeth be pressed sufficiently into the wood to cut off the superficial particles, but not sufficiently to arrest its movement.

The thoughtful workman recognizes all these necessities, and makes his arrangements accordingly. He finds no difficulty in sawing his wood; he meets with no accidents, loses no time nor force in restoring his disturbed log, or in difficult motion of the saw, nor does he injure it by endeavoring to push it when pressed, bent, or twisted. All his exertions are made with advantage. Every movement of his saw deepens the fissure in the log. He works rapidly and without needless fatigue.

The duller workman does not understand these conditions, or comprehend their connection with his purpose. He places his horse at random, and his wood upon it as it may happen to fall. So his horse may shake, his log may roll, his sticks tip up, his saw may be impeded, and the labor increased or even suspended. He has frequent difficulties. His work is interrupted. His progress is slow. He expends needless force, and his tools require more frequent reparation than those of the more observing and more successful wood-cutter.

WOOD-SPLITTER.

There are great differences in the divisibility of logs of wood, and equally great in the manner of men's attempts to divide them. They must rest on firm foundation of earth or other logs; for otherwise they tremble or give way beneath the ax, and the blows are partly or entirely wasted. The log is more easily split in one side and at one end than the other, in the line of the knots rather than across their fibers. The intelligent splitter comprehends all these conditions and makes suitable preparations, and then he strikes in the place and direction that gives the best promise of division. If the first blow with the ax is insufficient to sever the parts, he follows it with others in the same line, so that the effect shall be accumulative, until the log shall be divided.

The thoughtless splitter has no such comprehension of the best means of applying his forces to their work. He begins without guide. He places his log on whatever foundation may be at hand, whether suitable or not. He strikes his ax into any part that chance may present. If the first blow fails to sever the parts, he may strike again in the same place, and complete the division, or in other places, and lose the advantage of adding the effects of successive blows to those which he had previously struck. He may make as great efforts as the better workman. He may strike as heavy blows, but, for want of intelligent direction, some are wasted, and some produce little effect.

GRINDSTONE-TURNER.

Turning a grindstone is among the labor that requires apparently no mental co-operation. So it is with the dull turner. When the crank is uppermost, he pushes it from him and downward, until it reaches its most distant point. Then he draws it toward himself and downward, until it is at its lowest point. Then he lifts and draws it, until it is nearest to his body, and lastly he lifts and pushes it to the highest elevation. These efforts are repeated at every revolution, by the unbroken strain of the muscles of the arms, back, and legs, through the successive circles of motion.

The brighter turner soon discovers that the weight of his body pressing on the crank in its downward course will not only carry the stone through that part of the revolution, but will give so much momentum to the movement of the stone that, with but little aid from the muscles, it completes the revolution. So he makes gravitation do most of the work, and his principal labor is in lifting his body to the erect position and in throwing it on the descending crank.

COAL-HEAVER—SHOVELER.

The coal-heaver, the digger of the earth, the shoveler of gravel at the bank or of manure in the barn-yard, seem to need more muscular force for their work, and to do it without assistance of the intellect. But watching the movements of men of various degrees of mental development and discipline while performing these simple operations, it is easy to see that there is a great difference in their manner of working, and in the effectiveness of their exertions. And a careful analysis of their processes makes it plain that it must be so; for with equal expenditure of physical force, the thoughtful laborer throws more gravel into the cart, or digs more ground in a given time, than another, whose mind is dormant, while his hands alone are busy.

The intelligent shoveler, who brings quickened perceptive and reasoning faculties to his work, first surveys the whole premises, and determines the condition and bearings of all the circumstances. He places the cart which he intends to fill at such a distance from the materials that he is to put into it that, with the least effort, he can transfer the gravel from the ground into the vehicle.

Ordinarily he meets no difficulty in loading his shovel by inserting it into the bank or heap of material that is to be moved. But if he encounters any resistance to this process, his quick sensibilities at once discover the obstacle, and his ready reason determines its character. If it be mere compactness of the gravel, he applies his foot to the shovel and presses it into the mass; but if it be a stone, he sees in a moment that it is impenetrable and it is useless to press in that line. If the stone be small, he changes the direction of his tool to a lower line, and, passing it under the obstacle, takes it up. If the stone be large he digs in another place. In this manner he loses no time in useless struggles to effect the impossible.

The duller workman, meeting the same obstacle, if he thinks at all, only supposes it needful to add more force to overcome it, and therefore pushes again and again with his hands and foot, until, after loss of time and force, he slowly comes to the conclusion that his shovel cannot pass in that direction.

INTELLIGENT SHOVELER.

Having filled his shovel with gravel or manure, the laborer's next object is to deposit it in the vehicle for transportation. This seems to be so simple a process that all

men alike, whether bright or dull, would throw it into the cart with equal certainty. Watch, then, these classes of shovelers, and it will be seen that they differ in their manner and success in this operation. The observant one holds his shovel at arm's length, with his elbows slightly bent, and the handle of the shovel at a large obtuse angle with the forearm, and the blade of the shovel is at right angles with the plane of motion. Then he swings the loaded tool, making an arc of a circle, the radius of which is the direct line from the shoulder to the end of the shovel. He makes this movement quickly through a proper part of the circle and then suddenly stops. The vigor of this movement is sufficient to give the load an impulse that will carry it from the shovel, after it stops, to the point desired. The load passes in a tangent from the inverted arc. The centrifugal force tends to carry it directly in this tangential line; but the force of gravitation intervenes, and under the influence of both the gravel moves in a curve, with its apex upward.

The discreet shoveler carries his shovel to a point in the circle whence the tangential movement, modified by gravitation, shall describe a curve which at its highest part is above the cart-wheel, if he fill at the side, and as high as the top of the load if he throw in at the end. As the blade of the shovel is held at right angles with the plane of the curve of motion, all the contents are carried in a curve of the same radius, all pass off at the end of the shovel, all receive the same impulse, and are driven by the same centrifugal force in the same tangential line, and all fall together into the vehicle in a compact mass; none fall to the ground, none are lost on the way.

CARELESS SHOVELER.

On the contrary, the thoughtless workman, unaccustomed to noticing the exact relation of things, and having no comprehensive plan of his operations, places his cart by accident. He may place his cart at the proper distance from the bank, where he can throw the gravel with the least cost of force, and with no loss by dropping on the way. It may be so near that he has insufficient room for the free movement of his hands and tools. In that position he is obliged to bend his elbow and move his shovel in a smaller curve, and he must use greater force to throw the gravel over the wheel in this short space than if he had opportunity to swing his shovel at full length of the arm. The cart may be even so near as to make it necessary to lift the shovel directly upward at the greater cost of strength, and with the danger of hitting the vehicle on the outside, and shaking off a part or the whole of the contents of the shovel.

Or, as chance, not intelligent observation, governs this matter, the receptacle may be so far off as to require the workman to walk a step or two or more, carrying his loaded shovel in his hands, to get within throwing reach of its place of deposit; or, if not so distant as to compel him to move himself toward it, still it may be so far that the impulse given by an easy swing of the arms will not carry the gravel into it. Then it is necessary to exert a greater force for this purpose.

Nor is this dull laborer always mindful of the position of his shovel when he throws its contents. He may hold the blade at right angles with the plane of motion, and at other times at an oblique angle with this plane. In this position, the oblique surface of the shovel, acting as an inclined plane to the line of movement, causes the contents to slide toward the lower side, and some to drop off in that direction. The upper and lower parts of the shovel move in curves with different radii; their tangents in which the gravel moves from the shovel are in different lines; the curves produced by the combined centrifugal and gravitating forces, acting on the contents of the upper and lower parts of the shovel, reach different elevations, and, though the main part may pass over the wheel to its destination, there is a shower of particles dropping to the ground all the way from the shovel to the cart.

In these and other ways the laborer whose hands are not guided by quickened perceptive and reasoning faculties loses a part of his exertions, and accomplishes less than his better-trained fellow-worker.

SPREADING GRAVEL OR MANURE.

The farmer takes his compost from the heap in the barn-yard, and spreads it over the surface of his field. The last is often done with the shovel directly from the cart. The manner of removing the matter from the cart is the reverse of that of placing it there. In the first operation the workman wishes to throw his shovel-loads in compact masses into the vehicle. In the other he wishes to spread the matter widely and thinly over the ground. In loading he holds the blade of the shovel at right angles with the plane of motion, which is generally nearly or quite vertical. In spreading he holds the blade at an oblique angle with the plane of motion, which is never vertical, but oblique, or nearly or quite horizontal. This manner of holding and carrying the shovel throws the compost in successive and diverging particles from the end around the circle of movement, and scatters them like a shower from a water-pot when swung around in circular direction.

The laborer of lower intelligence goes through the same work of spreading in different manner and with different success. He takes the compost from the cart, shovelful by shovelful. But when he wishes to scatter it over the ground he may hold and swing the shovel in the easiest and best manner, or, as he works at random, he may carry the blade at right angles with the plane of motion. Then the contents move in a compact mass and fall in a heap on the ground, and another labor is necessary to spread these heaps evenly and thinly over the surface.

The thoughtful and successful workman whose movements have been herein described knows nothing of natural philosophy as a science from books, yet he acts upon its principles, and, obeying its laws, he avails himself of their aid to the manifest advantage of his work. He may have never heard of circles, tangent, or centrifugal and graviating forces, yet he knows the use that can be made of them in his ordinary operations. If asked to explain his method of labor, he is at loss. He can only say that this is the best and easiest way. But he is none the less a practical natural philosopher, in his way and for his purposes, albeit he may be ignorant of the terms and principles.

THE SCAVENGER.

The scavenger with his hoe scrapes up the mud, dirt, filth in the street, or sweeps the pavement with his broom. This is mere hand-labor. Can the brain lend any aid in his processes? Will culture of any of the mental faculties help his work? The world seems to think that, in this occupation, education is a wasted investment. Nevertheless, it is worth while to watch the street-cleaner in his work, to analyze his processes, and see how far discretion and judgment may be of use to him and profitable to those who employ him.

The surface of the street may be of hard, well-beaten gravel or loam, or it may be macadamized, stone, wood, iron, or other pavement. If of stone, it may be of cobbles or square blocks. It is desirable to remove all the mud, dirt, filth, and other accumulation, without disturbing the substance of the street itself, by removing any of its gravel or loam, or by loosening any of its pavement. For this purpose it is necessary that the scraper should carry his hoe sufficiently near to the surface to take hold of and remove all the loose particles, and yet not so near as to catch or loosen or remove any parts that are fixed and should remain. He must hold his instrument suspended in his hands just touching the smooth surface without pressing upon it, and raise it carefully over any projection of wood, iron, or stone in the pavement sufficiently high to pass over it without disturbing it, but not so high as to lose any of the burden which had thus far been gathered.

The thoughtful scavenger has these conditions constantly in mind, and governs the movement of his hands in accordance with them. He removes the accumulations upon the surface without disturbing any part of the street itself. His quick sensibilities, by the slightest touch of the hoe, reveal the pressure of an obstacle that cannot and should not be removed or loosened before he strikes with violence or draws with energy against it. He makes no useless expenditure of force in scraping up any of the road-bed, or in drawing against the immovable projections of the pavement.

The careless scavenger gives no thought to these conditions of his work. He lets his hoe rest upon the ground, or sometimes presses it downward in order to be certain that he scrapes clean. His only effort is to drag the hoe over the ground. He draws not only the mud and dirt that should be removed, but also some of the loamy or gravelly surface of the road. He hits against projections, and then struggles with more force to draw the hoe through them, and expends useless strength before he discovers the impossibility of drawing in that direction, or perhaps removes some part of the pavement. After making this tardy discovery he lifts the hoe, not cautiously to lose as little of its load as possible, but freely and high, leaving some of the gathered burden behind.

So his careless and unskillful manner of cleaning the streets impairs the pavement, leaves it still uncleansed, injures his tools, and the friction of the hoe on the ground and the striking and drawing against the projecting pavement demand a greater outlay of force than is needful for the best performance of the work.

USE OF MACHINERY.

Machinery is sometimes said to take the place of intelligence, and its manager is thought by some to be reduced to its level, a mere automaton to complete the unthinking work; and the two machines, one dead, composed of wood and metal, and the other living composed of bone and muscle, make but one complete whole, and they together perform one work.

Very far from this is the truth. The management of a machine requires more intelligence and more mental co-operation than the simple processes performed by the hands alone. The more complicated the machine the more need is there of observation, reflection, and concentration in those who manage it.

WEAVER.

The weaver puts into the power-loom warp sufficient for the proposed piece of cloth. The filling is wound upon the bobbins, which are placed in the shuttle. The loom is put in motion, and, apparently, may continue to weave the whole warp into cloth without interruption, except the replacement of the bobbins as often as the thread is used from the one in the shuttle. The attendant or weaver seems to have nothing to do but to put the full bobbin in place of the empty one as often as is necessary. This the quick-witted weaver does promptly. She knows how long a full bobbin will last in the shuttle and has another ready. She watches the time of its exhaustion and at once makes the change. Hardly a moment is lost by this interruption. This is a necessary part of the process of weaving, for the way has not yet been discovered of connecting with the loom an indefinite amount of filling as well as of warp.

But this change of bobbins is only a part, and with some only a small part, of the responsibility of the manager of the loom and of the interruption to the work. Threads, both of warp and filling, are liable to break. Bands may slip from the wheels, and other accidents happen to parts of the machine. These require constant attention to recognize them as soon as they occur, to make the needful repairs and restore the disturbed elements to order.

To the unused spectator the running loom sends forth a complication of mingled and undistinguishable sounds, a mere confusion of rattle. But the intelligent operative soon analyses these confused elements of noise and discriminates the several parts which each portion of the loom contributes to the whole. She refers one to the beam, one to the shuttle, one to this wheel, and another to that wheel, &c. To her perceptions every one of these sounds has its origin in a recognized part of the perfect loom. Each element of the noise thus represents to her understanding the correct movement of its own part, and the whole represents to her the healthy running of the complete machine in good order.

Familiar with the whole and with the several component elements, she readily detects any variation, any excess or deficiency, or any new and strange sound. Her quick perceptions recognize the disorder, and her reason as readily refers it to its source.

ORCHESTRA.

The music of an orchestra is composed of a variety of sounds sent forth from many kinds of instruments. The ordinary untrained ear only knows the several sounds as one whole, and finds pleasure from the resulting harmony. But the cultivated leader analyzes the various sounds and refers each to its origin in its appropriate instrument. If any player fail of his due note, or if his instrument give forth any discordant note, he at once perceives the difficulty and refers it to its cause.

STRAUSS.

At the late musical jubilee in Boston, 1872, Strauss, the celebrated composer and leader, was conducting a rehearsal of an orchestra, said to be composed of a thousand instruments; suddenly, when to the common ear everything was going on in complete harmony, the leader arrested the whole proceeding. The audience were taken by surprise, for all was apparently satisfactory; but the intensely acute ear of the accomplished conductor had discovered an imperfection among the immense volume of sounds. He went directly to one of the performers, and, pointing to a note in his score, said, "Fortissimo," and then returned to his post. The musicians then went over that part again, and without the failure that had before disturbed the acute sensibility of Strauss.

So the trained ear of the thoughtful weaver discovers any variation of the proper sounds of the loom, and quickly, before the disturbance has time to increase, she stops the machine, if it do not stop itself, and finds the cause—it may be a broken thread in the warp, a knot in the filling, a band out of place—and immediately makes the needed reparation. This is the work of but a few moments. The interruption is very slight.

DULL WEAVER.

The unintelligent, thoughtless weaver brings no such quick perceptions and analytical power to learn the sounds of the loom and to refer them to their several parts. She has no comprehension to determine what each element of the noise represents. To her the whole is a mere confused medley of noise. Her ear does not, then, detect variations or the signs of disturbance; still less can she refer them to their appropriate source in the elements of the loom.

When any disorder happens, a thread breaks, a band slips, the shuttle falls out of place, or other irregularity, it may be several seconds before she discovers it. It is still

longer before her dull reason comprehends the difficulty and comes to a conclusion that the machine must be stopped. While she is waiting for her tardy thoughts and equally slow hand, the disturbance increases and more mischief is done, more threads are broken before the loom is still. Then the mental process of finding the cause of the trouble, and in determining how it shall be repaired, and the work of reparation, all these consume much time, during which the weaving is necessarily suspended.

She takes no exact note of time, she is not conscious of the period a bobbin will last in the shuttle, but makes a new discovery of its emptiness when its thread is gone; then she remembers that the shuttle must be taken out and another with a full bobbin put in. All these processes of mind and hand—the dull perception, the hesitating conclusion, the tardy reparation—consume several seconds, perhaps minutes, and cause perceptible suspension of the work.

If there were none of these interruptions except for the replacement of the bobbin, and the weaver had equal mental and bodily activity, all the looms, of the same construction and propelled by the same power, and with the same warp and filling, would weave the same quantity of cloth in a day. But there are great differences in these results. These are caused mainly by the varying stoppages of the looms, and this is due to the difference in the skill and activity of the loom-tenders. Some have more accidents than others, and some require longer time for repairs.

An overseer in a cotton-mill, pointing to a room in which the weavers were well educated, said to a visitor, those looms weave 20 to 25 per cent. more than those in another room, which are managed by girls that have some slight education, and 50 per cent. more than those in the room below, where the operatives have received no education, and can neither read nor write. In another factory, where operatives of various degrees of intelligence and culture are employed and paid by the piece, a similar difference is shown by their earnings. Their machines, motive power, and threads are alike. But their wages vary from $7 to $11 a week. The highest, which was 57 per cent. over the lowest, and all the intermediate wages, indicate the differences of amount of cloth woven, and of intelligence and skill brought to the work.

Similar differences are found in other branches of manufacture of cloth—in the spinning, carding, and other processes—that require human supervision and direction. All are benefited by the quick eye, the ready comprehension, and the sure reason of the educated operative.

CARPENTER—NAIL-DRIVING.

The skillful mechanic has necessarily a quick discerning eye. He comprehends the nature and character of the materials on which he is to operate, and the means and processes by which he can make changes in their condition.

The successful carpenter adapts his tools, planes, saws, augers, chisels, &c., with exact precision to his lumber, and thus produces new forms and combinations. His processes of labor may seem very simple, and some of them apparently to need no co-operation of the brain. Any person, even the least taught, can drive a nail.

But here as well as elsewhere is a great difference in the work of men of different degrees of mental activity and discipline.

Whatever may be the intended direction of a nail that is to be driven into wood, it is actually carried in the direction of the blow that is struck upon it. If the line of the nail be coincident with the direction of the blow, it is driven longitudinally in its intended course, and all the momentum of the hammer is applied to its purpose. But if the movement of the hammer be oblique to the nail in either direction, to the right or to the left, forward or backward, the nail is turned in that way, and is not carried lengthwise into the wood. That exertion is lost.

The observing carpenter understands these conditions and adapts his movements to them. He carries the hammer in the same plane as the line of the nail. The impulse of the blow, the line of the nail, and its intended course are coincident, and each represents a tangent to the curve made by the hammer. Every blow moves the nail inward in ratio to its momentum.

Without these mental aids of understanding and discipline, the unskillful workman is ever in danger of failing to adapt the movements of his hands to his purpose. He lacks precision in his plans and exactness in his execution. It is, therefore, but a matter of chance that his blows hit the nail on the head, and in the line of its length and intended direction. The plane of the circle in which he moves his hammer may be parallel with the line of the nail; if so, he drives in the right course. And it may vary to the right or to the left. Whatever may be this obliquity, the blow falls in that line and turns the nail so far from its intended way. That blow is lost: it does not carry the nail lengthwise into the wood. Moreover, it necessitates the loss of another blow to restore the nail to its erect position, if it is not broken. While the intelligent shingler may drive his nails with two blows, the careless workman may sometimes need to expend four blows for the same purpose.

There is a difference in the force of the blows between these two classes of workmen

due to the same cause. The disciplined and thoughtful, having the direction clearly in his mind, and knowing that the blow will advance his object, strikes boldly and effectively; but the awkward nailer, lacking the sure confidence that knowledge gives, feels uncertain whether he may do good or harm with his hammer, and therefore strikes timidly, less effectively, and needs more repetitions to complete the work.

HEAVY AND LIGHT TOOLS.

In all endeavors to effect purposes by the means or intervention of tools, implements, machines, or vehicles, the first part of the motive power is expended on the instrumentality in wielding the tool, running the machine, moving the vehicle, wagon, or carriage, and all the force that is expended in this manner is lost to the object of the exertion. A child that has just strength sufficient to lift a basket or trundle a wheelbarrow can carry nothing in it unless the vehicle be lightened. But in proportion as its weight is diminished, load can be added.

All these instrumentalities are made light and delicate, or strong, coarse, and heavy, according to the work which is to be done with them and the way they are to be used. A carriage that is to be driven carefully and on smooth roads may be light and easy to be moved, and one that is to be driven recklessly and over rough, stony roads must be strong and heavy, and require more power to move it. The same horse can draw more freight in the light than in the heavy vehicle on the same road. The difference in the loads is equal to the difference of power required to move the carriage alone.

Ignorant and coarse workmen need to have strong and heavy tools to sustain their rough handling without being broken.

The hoes which the ignorant scavenger used to clean the streets in a southern city were enormously thick and heavy. The handles were very large poles in their natural state, taken from the forest, with the branches trimmed off. The reason given for their clumsiness was that these heavy tools were necessary for the rude laborers on the farm and the street-cleaners of the same want of culture. No others would be safe in their hands. The light hoe, which skillful men use with safety and advantage, would be broken by the rough usage of the ignorant and careless workman. On further testing them it was found that the coarse hoes, with their huge handles, weighed twelve pounds each, while the more graceful tools of cast steel, with turned handles, weighed less than two pounds.

Here was a great difference in the amount of force that must be expended in moving the instrument before it could effect its purpose—six times as great for the laborer who worked with his muscles alone as for him who could bring his brain and intelligence to aid and direct his physical exertions.

Suppose that two scavengers of equal bodily strength, but with different mental activity, could make the same bodily exertions through the day. Suppose that they were employed side by side cleaning the street, the intelligent using the light hoe and the ignorant man using the heavy instrument, and that each could haul twenty pounds at a time, and could make the same number of strokes; then the load which was hauled by the duller workman would consist of twelve pounds of hoe and eight pounds of mud, while that drawn by his brighter associate would consist of two pounds of hoe and eighteen pounds of mud. The results of the same expenditure of force would be more than twice as great when guided by intelligence as when left to the hand alone.

There is another consideration connected with the expenditure of force. The two scavengers are supposed to use the same exertion in hauling the mud to the heap, but when they throw their implements back for another load, one carries twelve pounds, thereby expending six times as much strength as the other whose hoe weighs only two pounds.

A manufacturer of scythes, in Massachusetts, visited a dealer in agricultural implements in one of the Southern States, many years ago, to see his wares. The dealer at once told him that "if he had bought such scythes as were made for and used by the northern farmers, they could not be sold for or used by southern slaves. The delicate tools which are easily and safely handled by the intelligent laborers of the North would be readily broken by the ignorant and awkward laborers of the South. They use their implements carelessly and roughly. They strike against stones, roots, bushes, hassocks, and often into the ground, and so they bend, twist, and break their scythes. They must have short, heavy, stubbed scythes, that will bear the hard usage of our men."

With such scythes as these men can use safely, they cut narrower swaths and less at a clip, and consequently mow less in a given time. They cannot cut the grass as evenly or as closely to the ground as skillful mowers with the best scythes. They leave a higher stubble to be wasted, and obtain less hay from a crop of grass equally heavy, than the intelligent workman.

In every stage and relation of the labor in the hands of ignorance there is a tax, in injury to the material operated on, in the increased wear and breakage of tools and implements, in the greater expenditure of force, in the diminished production. The cost is greater and the profits are less.

COMPREHENSIVE PLAN OF LABOR—RAPID SUCCESSION OF PROCESSES.

Labor, however simple, is a succession of processes, passing from object to object, from movement to movement, to produce a definite result. In these changes or passages from one to another the brain guides the hand, and in proportion to the activity and discretion of this mental co-operation is the work rapidly or slowly performed. The intelligent worker first surveys and comprehends all the details of the business before him, and the processes needed for his purpose. He arranges these in proper order in his mind, and determines the plan of execution. This gives him mental decision, promptness in action, and correctness in the adaptation of his forces to his work. When one process is completed the next is present to his thought, and the ready hand simultaneously follows the mental direction.

The skillful shingler makes all his preparatory arrangements to facilitate his final work. He lines the roof, lays the shingles in heaps along the course, fills his pocket or apron with nails, then, with a glance of his eye, he measures the vacant place that is next to be covered, selects a shingle of proper width to break or cover the joint in the course that was last laid. He trims and shapes it, if need be, to fit the place, takes the nail from his pocket and drives it in, in the proper position, where no dampness, even by capillary absorption, shall reach it and cause rust and remotely a leak. He goes through all these mental and bodily processes in due succession. He performs each one completely, and then passes instantaneously to the next, with no interval of doubt or hesitancy, and no loss of time.

The duller mechanic has no such clear comprehension of the whole character and detail of his work; he makes no such plan of the order and succession of his processes. When one is completed, he is often at loss as to what should follow, and hesitates a moment, looking vacantly to find direction. His dull eye does not measure at sight the relative width of the place to be covered and of the shingle before him. He needs often to lay it down to see if it will break the joint. In his transitions from process to process, from selection to fitting, from fitting to nailing, with their subordinate details, there is a want of that versatile mobility which a quick eye and thoughtful mind give to the hand of a rapid workman. He is slow in his movements, loses time in his changes, and is therefore unprofitable.

HOEING CORN.

When the intelligent farmer hoes corn in his field, or beans in his garden, he surveys each hill as he comes to it, and sees at a glance what should be done, the weeds and the grass to be killed and buried, the part that needs to be banked up, and where he shall find the loose earth to fill the low place. He begins his work on one side, and passes around to the other and to the place where he began, completing in each part, before he proceeds to the next, what is necessary to give the hill its proper form to support the corn and allow it the best opportunity for growth. Having finished a hill, he passes at once to the next; using there the same judgment and decision, and the same diligence in execution, he goes through his field without loss of time or interruption of labor, or misapplication of force.

Another laborer in the same field, destitute of this ready perception and discretion, neither comprehends nor plans his processes from the beginning. He strikes his hoe at hap-hazard, digging here a little and on the other side a little, leaping from part to more distant part, and at length looks over the field to see whether any part has been omitted; and if he finds any weed yet standing or low places unfilled, he makes the suitable repairs, and then takes another survey, with the possible need of further labor to complete his work. Then, after striking more blows with his hoe than the better educated co-operator, but with not more complete hill, he is about ready to pass on to another, which he digs about with the same irregularity and order of processes. Not infrequently, after he has gone to a second hill, he looks back over the row which he supposed he had finished, and, seeing some parts omitted, returns to complete his work there.

HAY-RAKING.

It is seemingly a very simple matter to rake hay in the field in the summer. Nevertheless, the observing and the thoughtful only rake the ground clean and rapidly. The careless raker applies the whole breadth of his rake to the hay spread before him. As he draws this, he leaves a line of straw which falls out at the side, and finds it needful to go back and rake the ground over a second time to make his work complete.

The careful hay-maker leaves sufficient of the breadth of his rake outside of the hay to catch all parting straws and leave none behind. With little increase of labor, he gathers all, and leaves the field with no loss of hay.

ECONOMY OF TIME AND FORCE.

The wise and intelligent ever economize in time and labor. They study and plan their operations in advance, and do their work well. When once done it is complete, and there is no necessity for doing any part of it over again. The ignorant and unwise act differently. They have not full comprehension of their purposes, nor of the way of executing them. Their work is often incomplete. They leave parts to be done over. The careless shoveler spills some of his gravel on the ground, which must be again taken up and thrown. The unthinking plowman leaves balks in the field that must, at much greater cost of time and labor, be turned over by the shovel or hoe. The awkward tailor needs to spend much time in altering the garments that he has carelessly failed to fit the frame of his customer.

No small proportion of the laboring force of the world is expended in correcting mistakes, in compensating for deficiencies, in repair of damages that arise from accidents, which are generally but another name for carelessness in somebody. A sagacious owner of steamboats on the Mississippi River, after long experience and observation in the management of this property, and as a master of his own vessels, said, "that all accidents were due to careless inattention, unfaithfulness, or ignorance somewhere. Sometimes they were caused by those in whose immediate management they happened, and sometimes by those who preceded them. A boiler-explosion may be due to the negligence of the engineer, or to the imperfect workmanship of the maker, or, still further back, to the one who prepared the iron. A carriage may be overthrown by the ignorance of the driver, the want of skill in the manufacture of the vehicle, or the incompetence of the road-builder. And if all who had had any part in the preparation of these means of transit had been intelligent in their occupation, and faithful, no accident could have occurred."

A skillful worker so arranges his exertions as to expend no force without producing a proportionate effect. He does his work in the time and circumstances when and where he can do it with the least cost of strength. He takes advantage of opportunities and makes them subserve his purposes. If he is a carrier, passing from place to place and returning, he takes from the first what is not wanted there and carries it to the second, where it will be of use, and returning, he brings from the second what is not wanted there to the first where it is needed. In this way he accomplishes a double purpose in each journey. But some thoughtless persons sometimes travel to carry matter from A to B, and return empty, and again they go empty from A to B, in order to bring matter from B to A.

Much of the work of the untaught and untrained is tentative. A guess or conjecture directs the efforts, and the worker feels his way and determines whether he is right or wrong as he proceeds. He is consequently correcting his errors continually or suffering from them. A careless joiner cuts his mortise at random and his tenon in the same uncertain way. It is accident if they fit each other. His doors and windows, and shelves and their incasings, are subject to the same chance of fitting or unfitting adaptation.

COOKING.

Unfortunately, the preparation of our food, the nutriment that is to be converted into our own flesh, and be made a part of our living bodies, is often consigned to the hands of the least intelligent, whose want of education, and whose loose habits of observation and imperfect reasoning, preclude precision of calculation and adaptation and exactness of proportion of materials. Hence there is uncertainty in the results of their labors. Neither they nor their employers seem to expect that the bread and other mixtures sent from the kitchen will be suited to the wants and powers of the inner man, with the confidence that they do, that the preparation of the skillful tailor or dress-maker will be fitted to the outward form. With such cooks, chance controls the culinary processes, and the language of the housekeeper not infrequently acknowledges the power of this principle. If the food is prepared so as to be acceptable to the stomach, and easily convertible into living flesh, she felicitates herself on her good cook, and her friends congratulate her on being so favored by fortune. But if, on the contrary, the bread is heavy, the pastry hard to be borne in the digestive organs, and the meats unfitted for nourishing the animal body, she offers the apology that the cook was unlucky, and this is presumed to be sufficient explanation of the unpleasant circumstances.

LABOR THE MAIN SOURCE OF WEALTH.

With small exception, all the wealth of the world is the creation of human labor, the product of muscular exertion. The original material elements of wealth in manifold forms are found abundantly in and upon the earth and its waters, but they are useless and have no value until their position, condition, and form or character are changed and adapted to man's wants by labor.

MINERAL ORES.

The mineral ores buried beneath the ground have no available value until they are taken out of the earth and turned through manifold processes to use. The laborer who digs the shaft to the mine adds his quota to its value, inasmuch as the ore, when made accessible, is worth more than it is when out of reach. The miner who loosens the ore with his pick adds another item to its value. The workmen who transport it to the surface, the men in the smelting-furnace, every man who works upon it, from its natural condition as ore and position in the earth to the last finish of the iron or steel products, adds his due proportion to its worth, and the changes in position and character produced by their labors constitute nearly all of that final value.

The bloom is worth more than the iron ore, the bar more than the bloom, steel more than the iron bar, and the finished cutlery more than the steel; but to all this final value that of the original undisturbed ore in the earth contributes very little. Appleton's Cyclopedia (vol. ix, p. 584) says: "A bar of iron worth $5, it is stated, is worth $10.50 when made into horseshoes; $55 in the form of needles; $3,285 in penknife-blades; $29,480 in shirt-buttons." It is not easy to determine what the ore from which this bar was made was worth when it was in the mine, before a shovel had been struck into the earth that covered it. Probably a few cents only, or even a few mills, would have bought it. And this is all that unassisted nature contributed to this capital of over $3,000 in knife-blades or over $29,000 in shirt-buttons.

WOOD IN THE FOREST.

Wood, as it stands in its natural position in the forest, has only a prospective value, as labor shall be added to it to convert it into fuel or lumber fit for use. A mahogany, rosewood, or black-walnut tree must be submitted to many blows and pass through many changes from its living state before it becomes of practical value. The woodman cuts it down in the forest and adds his labor to its worth. The teamster hauls it to the railway or shipping-place and adds another increase to its value. The ship-master or railway company carry it to the place where it will be converted into articles of use, and to that extent increases it worth. The sawyer divides it into boards or parts of such shape and size as may be wanted. Finally, the cabinet-maker converts it into chairs, bureaus, tables, &c. The value of this wood in the living tree constitutes but a small proportion of its worth when manufactured into furniture and offered for sale in the warehouses.

HOUSES.

Buildings, public and private, churches, court-houses, dwellings, factories, shops, stores, and others, constitute a large part of the capital of the nation; yet they owe a very small portion of their value to nature. The wood in the forest, the clay in the pit which supplies the material of the bricks, the stones, marble, slate in the quarry, the mineral ores in the earth—iron, lead, tin, copper—that are ultimately converted into nails, locks, hinges, roofing, pipe, &c., have a very small value in their natural state, compared with their final worth, when put together in the form of a building, by the manifold and varied processes of human industry.

LANDS.

The value of wild, untouched land in the forest is estimated to be $1.25 an acre. This, however, is its prospective value, for until the hand of man makes it accessible and improves it it is worthless; but when it is cleared and cultivated, when roads, canals, or railways bring it within reach of the civilized world, when population gathers around it, and society makes the place attractive, and a market is created within reach, the value increases with these added advantages, until it may be tenfold, a hundred-fold, a thousand-fold the original price.

LABOR BECOMES CAPITAL.

Through all these transitions from the natural condition of these elements of property to their finished artificial state, each successive process adds to their value. In each process, labor is converted into capital. Every judicious blow is wealth the moment it is struck. The woodman strikes his ax into the tree. If that blow is a part of the division of the trunk from the stump, the value of the tree is increased by it. When blows sufficient to cut the tree down and to divide the trunk and branches into firewood have been struck, they become capital, equal to the difference between the value of the standing tree and marketable fuel. So, also, all other labor that is properly applied to the wood—the teamsters who take it to the mill, the sawyers who cut it into boards, laths, or shingles, the carpenter who shapes, fits, and combines them into

buildings—their blows and exertions, by which the position, condition, or relation of the wood is changed and its worth increased, are converted successively into capital.

It is manifest that as human effort creates wealth, the more rapid the movements are made the greater the accumulation. The active carpenter drives more nails than the slow workman, and creates more value in a day. But it is only the judicious, well-directed blow that becomes wealth. The blow that is struck on the nail in the line of its direction adds to its worth, for the driven nail is worth more than one outside the wood; but an oblique blow that turns the nail to one side adds nothing to its value, but, on the contrary, lessens it, inasmuch as a crooked nail is worth less than a straight one. When the blow of the wood-cutter falls successively in the plane of its predecessor and enlarges the division, it increases the worth of the wood; but when it falls to one side or the other without carrying the division deeper into the log, it leaves no more wealth behind.

EFFECT OF EDUCATION ON LABOR.

The value that is created and added to matter by labor is in ratio of the skill of the worker, or the appropriateness of his exertions, and the rapidity with which they are made. The degree of these is in proportion to the mental co-operation with the movements of the hands.

When the mind is torpid the hand works alone, and for want of a watchful guide it moves in uncertain manner and with doubtful effect; but in as far as it is quickened by education, the perceptive faculties are sharpened, the reflective faculties strengthened, and the movements of the hand are directed to their purpose. They strike in proper direction, and with appropriate momentum. All the force is expended to advantage. None of the blows are lost. Each one produces changes that add to the value of the material operated upon. Education, then, is the economy of force, and gives it a greater power to create value. It enables the intelligent and skillful to add more to the worth of matter than the ignorant.

The cost of educating a laborer—of setting him to think, and fitting him to expend his forces to advantage—is very small. The few years of youth when the body is comparatively weak, the expense of teachers, books, &c., are but small sacrifices compared with the gain. The return in increased productive power is great and permanent. It is the difference between the skillful and quickly moving and the unskillful and slow workman, between the large and certain and the comparatively small and uncertain producer.

NATIONAL WEALTH.

The wealth and income of the nation is but the aggregate of the wealth and income of all its members. If a man adds to his private capital or to his power of production, the capital and income of the state are increased to that extent. If he loses or extinguishes any part of his fortune or fails to earn, the same loss falls on the commonwealth. Individual wealth collectively is public wealth; personal impoverishment is public poverty. The total financial, physical, and mental power of a community is no more nor less than the sum of its elements. The body-politic has then an interest in everything that tends to increase the productive power of the people. As education has this effect by sharpening the perceptive and strengthening the reasoning faculties, as it sets people to observing and thinking, and thereby enlists the quickened and energized mind as a co-operator and aid to muscular action, and enlarges men's capacity of creating value, so it is both the interest and the duty of the Government to see that none be allowed to enter the responsible period of life without this means of doing the best for himself and for the state.

The late Earl of Carlisle, a man of unusual acuteness of observation and of generous, comprehensive sympathies, traveled several years ago through most of the States of this country. He took great pains to inquire into the domestic and social condition of the people, their education, their habits, and manner of working and of living. After all his experience and study here, he said to a friend, "If every man and woman in your country were educated as are the natives of Massachusetts, there is no telling the power and the wealth of your nation."

THE RELATION BETWEEN CRIME AND EDUCATION.

BY EDWARD D. MANSFIELD, LL. D.

Quetelet, the most philosophical statistician of Europe, says that "society prepares the crime which the criminal commits."

This is true, in not only a real, but most profoundly moral and philosophical sense. Then what is society, or what is its preparation for individuals? And how? We may imagine a single person, or, rather, a single family of persons, living alone upon earth without any other law than their natural instincts. They are a law unto themselves. But we do not now find such persons. In fact, history knows mankind only as an association of many individuals, allied together by some common laws. This association we call civil society, and it is defined by laws, civil, social, and natural; and it acts upon individuals as the great forces of nature act upon the particles of matter. But as society is a moral and not a physical being, it is responsible for the forces it puts in motion and the direction they take. It is responsible for the civil laws and the social laws it creates and enforces. It is bound to recognize the natural laws of human action. It is bound to know that want creates temptation; that passions must be restrained; that ignorance is blind and weak.

Society must recognize these facts, and it is bound to provide against the evils which result from them. If it fails to do this, it fails not only in its obligations to the law of God, but to the laws of its own existence. But if Quetelet's proposition be true, and we hold it is strictly so, then society has failed in some of these obligations. How does it fail? In what has it prepared crime? If we were to examine the apparent or superficial elements of crime only, we might imagine that society has done all it could for its prevention. Does not the statute law name and affix a punishment to every conceivable crime? Are not the officers of justice in pursuit of the criminal? Do not the courts condemn him? Is he not sent to prison or to death? Certainly. But in all this we see rather the revenge of society than either prevention or reform. Prevention there is, to the extent of a salutary fear of punishment; but has society sought prevention to the extent of its power? Unquestionably, it will be agreed on all hands that prevention is the thing to be sought. If all crimes could be prevented, there would be no need of either punishment or reform. But we find that in all the earlier ages of civilization prevention of crime was never sought except by the fear of punishment, and reform not at all. In the last century, especially within a few years, reform has been the special object of inquiry in the criminal system, and particularly in regard to human regulations. But great humanity to prisoners is only merciful to them, not society; and if it were possible to reform all the criminals in the country, it would be nothing to the great column of advancing criminals continually pressing forward. When we have reformed every criminal—an obvious impossibility—how shall society prevent crimes? That is the only real problem presented in the philosophy of criminal jurisprudence.

Quetelet says, "Society prepares the crime which the criminal commits." What does he mean? How does it prepare it? The influences of society are both positive and negative. When society enacts criminal laws, punishes crimes, erects penitentiaries, and endeavors to reform the criminal, it acts by positive means, and by those only. But where are its negative influences, on one side or the other? Let us illustrate this idea. A B was born into this world, not under advantageous circumstances. First of all, he was born poor. Secondly, because he was poor he was uneducated to a large degree, and therefore knew little of right or wrong. Thirdly, he saw just before him on the street a "coffee-house," "restaurant," "saloon," and he felt despondent and entered, becoming a regular customer. Was that his fault? Thus we see that A B was the victim of the negative influences of society. Society did not educate him. Society did not require that he should have any religious education. Society did not furnish him with work. Society did offer him the tempation of drink, and did not supply his wants. Thus society, in any fair and honest meaning of the word, did prepare the crimes which the criminal committed. What has society to say to this fact? Simply, and it is the truth, that society has not arrived at its perfection, that its progress is slow, and that this grand result of prevention must be among the last achievements of human progress.

One of the great facts revealed by statistics is, that in the same moral condition of society the same proportion of crimes will be brought out. And why not? This was proved by Quetelet, in his statistics; was observed by Madam De Staël; and is made much of by Buckle, in his "History of Civilization." Buckle and others have made use of this to prove the very reverse of what is the fact; that is, they assume it as a law of fatality, which is just contrary to the fact. Quetelet makes no such mistake. He admits, and so states, that this apparently invariable proportion will

depend upon the condition of society. If the moral condition of society changes, then this apparently uniform proportion will change also.

In the report for 1861 of the commissioner of statistics for the State of Ohio we find the following: "The great mass of crimes, however, keeps an exact proportion to the population, and, unless the moral condition of society is changed, will continue to do so. Each year will reproduce the same amount of folly, immorality, and physical excitement, and from this again the same amount of crime. There is no department of statistics which has brought out more remarkable facts or more valuable results than this. It would scarcely be credible, if it were not absolutely proved by the statistics of France, Germany, and the United States, that a community having once subjected itself to certain vicious temptations and influences, must thenceforth produce and endure the same annual amount of crime, suffering, and injury against the happiness of society, in spite of all laws and all the machinery of restraint which can be invented or enforced. The condition of society remaining the same, the same crimes must result. It is, however, a most mischievous fallacy to suppose that, therefore, these results can not be changed, and that there is an inscrutable fate reproducing the same social evils, without any human power to change results. They will return with the same social condition, but there is no necessity that the same social condition should remain. Society has the power of self-reform.. It has the power to take away temptation; to reward virtue; to encourage industry; and to restrain vice. It has the power to defend the individual against social wrongs and temptations which impair his peace and prosperity, quite as much as to embody armies and defend property. For what other purpose was government formed or law enacted?"

In the report of the Bureau of Education for 1871, it was shown that in New England a large number of crimes were caused by ignorance, and a large number by intemperance. On this state of facts, the question comes squarely up: "Has society a right to allow ignorance and intemperance, when they cause crime; when, in fact, they are the great causes of crime?" Society contents itself with punishing crimes, and with making a feeble attempt to reform the criminal. But while it is doing this, it prepares the crime for the criminal to commit. How? By its negative influence. It refuses to prevent crime. How? Society knows that ignorance is blind; that the poor, ignorant man rushes into crime, as he rushes into any thing before him, in total ignorance of the results. Hence the fear of punishment does not deter him, for he hardly ever knows any thing of the law, and is too ignorant of consequences to be afraid. So, also, society knows that the temptations of the "saloon," the grog-shop, (by whatever name called,) will tempt the weak and ignorant till their inflamed passions lead to crime.

Thus society prepares the crime by its negative influences—its refusal to prevent the causes of crime. So long as society presents the same moral conditions, so long it will present the same proportion of crime; but society has the moral power of self-reform. Shall it be said that society refuses to exercise this power?

The only part of this question we propose to consider here directly is that of education.

All civilized nations are now convinced of the necessity of education, if it were only as a measure of defense. But if it were not so, a mere glance at the comparative conditions, in regard to crime, of educated and barbarous nations, would strike the inquiring mind with conviction. If we go to any barbarous people, such as the rude tribes of Africa, or the aboriginals of the South Sea, we find that such crimes as stealing, homicide, and impurity, are the rule, not the exception. Neither property nor person is safe in such countries beyond the restraint which fear and necessity impose upon such barbarous peoples.

The case is not much better in China, which, apparently more civilized, is, nevertheless, deficient in moral education.

The general fact is apparent that education is a force restraining vice and crime. Where it is purely intellectual, it restrains by teaching the truth expressed in the homely proverb, that "honesty is the best policy." Where it rises to the dignity of a Christian education, it teaches not only the restraint of the intellect, but the higher restraint of the conscience. In either case it is a restraining force, a moral power, over the appetites and passions of men.

Such being the general fact, we shall endeavor to demonstrate it by the statistics both of Europe and America, the latter being derived directly from the prisons, jails, and reformatories of the several States.

THE RELATION OF CRIME TO EDUCATION IN EUROPE.

For the power to exhibit this subject as regards Europe, we are indebted to Dr. E. C. Wines, who, as commissioner of the United States Government to organize the International Prison Congress, propounded a series of questions while traveling in Europe during 1871. Many of the reports were made under the direct supervision of the Government, and the figures may be taken as thoroughly reliable. We shall use here

only the totals, disregarding minor details. In this way we shall present the relation of crime to education in Europe in the most striking view.

FRANCE.

Of this country, Malte Brun, the scientific geographer, begins his account thus: "The influence of France may be compared to that which ancient Greece possessed over the civilized world. The French language has become the language of courts and embassadors; the literature of the same people has been admired by the enlightened of every nation. The inference of the reader from this declaration must be that the French are really an educated people, and producing the highest results of education in the fruits of humanity and civilization. But if this were said of what is really the nation, that is, of a great mass of the people, it would be entirely untrue, and furnish a signal proof of the superficial manner in which history is written."

In another part of his work, Malte Brun (quoting the tables of Balbi) shows the number of scholars (pupils in school) to be 1 in 23 of the population. The number of children and youth in the public schools of Ohio is rather more than 1 in 4 of the whole population. The number in the schools of France was at that time (1832) only one-sixth the number in proportion to the State of Ohio, or, in other words, of the number that ought to be in school in order to educate the whole people. This is corroborated by another statement, that, in 1833, out of 38,000 French communities, 14,000 were without any schools! In the mean time, great efforts were made to increase popular education; but in 1870 there were still 800 communities totally without schools.

It is said there are now 5,000,000 children attending school, but as the population of France is now 37,000,000, even all that are now claimed to be in school is only 1 in 7.4—that is to say, only about one-half of what would be if the whole people were educated.

In 1856 there were only 63,000 primary schools, which, at the usual proportion of pupils, would give about 4,500,000 pupils, which corresponds with what has been stated, allowing for the increase of 1,200,000 since 1856, as stated by the French government.

Looking then to the facts above given, that in 1832 only one-sixth of the French people were educated at all; that in 1856, less than one-half were educated, and that in 1870, only a half, we shall be within bounds when we say that in 1870 more than half the French nation were not educated at all. Now let us look at the number and proportion of crimes committed in such a population. Let us take such general facts as we have, without reference to details.

Malte Brun gives the average number of births annually at about 900,000, of which 74,000 were illegitimate. This is over 8 per cent. of the whole. If we were to go into any neighborhood we should find each thirteenth child illegitimate. This shows how far ignorance has depraved the morals of the lower classes of the people. But as late as the past year (1871) it is stated in the papers that there had been 4,500 suicides in the city of Paris, which is two hundred fold the proportion which is found in the State of Ohio. If we suppose this to be exaggerated, or as a consequence of the recent war, there will be enough of this tremendous fact remaining to show how the want of the restraining force of education (especially of moral education) affects the very life of society.

Let us now proceed to trace the effect of this great ignorance in France on the number and character of crimes. The record is the most startling and convincing of any thing we have seen in the annals of statistics. Dr. E. C. Wines gives this statement, derived from the best authorities:

Whole number of persons under arrest from 1867 to 1869	444,133
Number unable to read	442,194
Or	95.63 per cent.
Average number of convicts from 1866 to 1868	18,643
Number unable to read	16,015
Or	87.28 per cent.
Average number of juvenile prisoners from 1866 to 1868	8,139
Number unable to read	6,607
Or	81.14 per cent.

We have shown above that at least half of the French people is in a state of total ignorance. Let us assume it as just half. At that time France had, in round numbers, 36,000,000 of people. Then we find these proportions; viz:

In 18,000,000 of people "unable to read and write" there were 442,194 arrests; that is, 1 in 41.

In 18,000,000 of people who were commonly educated there were 1,939 arrests; that is, 1 in 9,291.

Thus proving the proportion of criminals in the uneducated classes to be two hundred and twenty-six times as great as that of the educated classes.

The reader may say, "This is an exaggerated case, and, while the facts are apparently true, this proportion will not hold good in other countries."

We shall show in the sequence that the same general principle is true, and that when the people of different countries are more and more educated, then this proportion diminishes, until, if we could imagine such a thing, society would present itself on the one hand thoroughly educated, and on the other hand without crime and without reproach.

ENGLAND.

Our mother country is, in every just sense of the word, England. We therefore look with curious interest to the condition of her education, and its influence upon the production or the cure of crime. Let us look at the facts.

Dr. Wines gives the following figures:

Committed to county or borough prisons	157,223
Could neither read nor write	53,265
Proportion of totally ignorant	34 per cent.

IRELAND.

Wholly illiterate, or very imperfectly educated:

Males	21.74 per cent.
Females	63.24 per cent.

BELGIUM.

Unable to read	49 per cent.

SWITZERLAND.

Average of criminals unable to read through all prisons	83 per cent.

The prisons of Lenzbourg, Saint Galle, Neuchatel, give these special figures:

Illiterate	25.3 per cent.
Inferior education	36.9 per cent.
Passable education	30.4 per cent.
Good education	4.3 per cent.

ITALY.

Illiterate in ordinary prisons	40 per cent.
Illiterate in bagnios, (prisons of high grade)	30 per cent.

NETHERLANDS.

Unable to read	35 to 38 per cent.

From the above we find that the proportion of criminals totally ignorant varies in different countries of Europe from 35 to 95 per cent.; but this does not show the whole truth; for, in the reports from prisons in the United States, it is almost universally said that but few of the whole number have any thing more than the lowest kind of education; and doubtless this is true of Europe. These statistics prove that in Europe ignorance among criminals is the rule, and education the exception.

Let us now examine this question more minutely in regard to our own country.

THE RELATION OF CRIME TO EDUCATION IN THE UNITED STATES.

Mr. F. B. Sanborne, of Massachusetts, in a report prepared for the International Prison Congress, has made some general remarks upon the statistics of American prisoners, which are very correct. He says: "The general condition of American prison-

ers, in point of education, is low, yet they are not so extremely illiterate as criminals are in many countries, if we except the colored criminals of the South.

"In Massachusetts, for a period of eight years past, the statistics show very *nearly one-third* of all prisoners to be wholly illiterate, yet, in the highest prison, at Charlestown, the proportion of illiterate convicts, since the beginning of 1864, has been scarcely more than 1 in 10."

What Mr. Sanborne has remarked of Massachusetts is in the main true of the whole United States, as will be seen from the numerous tables hereto annexed.

In the great aggregate of criminals the number of the *totally illiterate* is very large, but is by no means so large as in Europe, for the reason that no part of our country is so densely ignorant as many parts of Europe. So also, on the other hand, there are some prisons where the number of the illiterate is small, because they are special prisons of cities, where the better educated criminals are apt to be confined. But we need not remark upon these facts till we exhibit the great mass of prison statistics we have gathered from the Middle and Western States.

The statements following give partial returns from seventeen States; all of them but three from the Middle and Western States. The aggregates, in regard to education, sum up as follows, viz:

Aggregate of prisoners	110,538
Aggregate of whites	91,427
Aggregate of blacks	6,396
Aggregate of foreign-born	57,824
Aggregate of native-born	41,942
Aggregate of those who can read and write	82,812
Aggregate of those who can read only	5,931
Aggregate of those who have no education	21,650

The discrepancies between the general aggregates and those for color and nativity are caused by the fact that, in some prisons, no record was kept of sex, color, or nativity. And here we take leave to make a general remark on the value of statistics.

All the advances in statesmanship (and it must be admitted there have been great advances in the last century) are due wholly (in connection with the more enlightened teachings of Christianity) to the advance of the science of statistics. If all the legislators, statesmen, and preachers in the world knew precisely the state of facts in society, they could legislate and preach with vastly more effect. Hence, in reference to the subject before us, if we had the exact statistics in regard to the whole prior condition of the criminals, we should know almost exactly how crime was caused, and what measures would, if possible, prevent it. But the statistics of prisons are not only defective in many particulars, but they are inconsistent. One prison gives the statistics of one set of elements, and another of another, and no one of all that ought to be given.

When a prisoner enters a prison, the keeper of that prison should define him exactly as a man of science defines a mineral, an animal, or a bug. He should describe his physical characteristics; his previous social status in regard to parentage, color, condition, and education, moral, religious, and intellectual; his religious, or his want of religious, education, and his habits of life in regard to temperance or intemperance; his industry or idleness. These facts may be obtained, and they would be invaluable. They would show all the causes of crime, and, in showing them, would show the only means of prevention. In regard to the above aggregate facts, it may be observed—

1. That the whole number of those who can "read only" is described in the reports as in fact "very ignorant." To have learned to spell out words and read a little gives no real knowledge.

2. That the prison reports almost uniformly speak of the great number of those who "can read and write" as very deficient in education.

The general conclusion is that the great mass of prisoners is very ignorant; but, in order to see this more clearly and understand it more thoroughly, we shall analyze in the sequel the special reports of the prisons. In the mean while the general conclusions of the aggregates above, including the observations of the prison-keepers, are as follows:

The totally ignorant, as shown by those having no education, are	22 per cent.
The totally ignorant and very ignorant	25 per cent.
The very deficient, including these and a large share of those who can read and write	50 per cent.

These proportions are, in regard to the ignorant, much below those of Europe; and they ought to be, for it is beyond all doubt that, except the negroes of the South, the mass of the people of the United States is much better educated than in Europe. This is especially the case in New England, New York, and the central States of the Northwest. But in either case the general fact is shown, beyond doubt or controversy, that ignorance is one great cause of crime, and that, in elevating the education of society, both religious and intellectual, we advance the interests of society by diminishing crime.

Just so far, therefore, as society neglects to educate the people, just so far does it prepare the crime which the criminal commits.

Let us now examine our statistics in detail, with regard to color, nativity, and religious education.

In regard to sections of the country, taking the State prisons and jails of New York and Pennsylvania (deducting the metropolitan police reports) as representatives of the Middle States, we have these results, viz:

Aggregate number	12,772
Aggregate number of whites	11,268
Aggregate number of colored	1,465
Aggregate number of foreign-born	4,658
Aggregate number of native-born	8,003
Aggregate number of those who can read and write	8,501
Aggregate number of those who can read only	1,774
Aggregate number of those who have no education	2,360

The proportions are:

The totally ignorant	19 per cent.
The totally ignorant and very ignorant	33 per cent.
The very deficient, at least	60 per cent.

Let us take now the prisons and jails of the central Northwest, which includes the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

Here we have the statistics of thirty penitentiaries, work-houses, and jails, a sufficient number and variety to give a complete view of the subject in those States. The results are as follows, viz:

Aggregate number	18,931
Aggregate number of whites	14,362
Aggregate number of colored	1,524
Aggregate number of foreign-born	4,078
Aggregate number of native-born	4,851
Aggregate number of those who can read and write	8,722
Aggregate number of those who can read only	935
Aggregate number of those who have no education	6,565

The proportions are—

Totally ignorant	40 per cent.
Totally and very ignorant	46 per cent.
The very deficient, at least	75 per cent.

Let us now take the States west of the Mississippi to the Pacific. Of these we have the reports of four State-prisons in the States of Minnesota, Iowa, Kansas, and California. The results are—

General aggregate	1,957
General aggregate of whites	1,187
General aggregate of colored	205
General aggregate of foreign-born	503
General aggregate of native-born	696
General aggregate of those who can read and write	1,353
General aggregate of those who can read only	221
General aggregate of those who have no education	403

The proportions are—

Totally ignorant	21 per cent.
Totally and very ignorant	31 per cent.
The very deficient, at least	50 per cent.

Now, let us take the only States that we have of those formerly slave States, where the negro population prevails, viz, Maryland, Kentucky, Tennessee, Georgia, South Carolina. In these States the results are—

Aggregate number of prisoners	4,087
Aggregate number of whites	1,997
Aggregate number of colored	2,090
Aggregate number of foreign-born	267
Aggregate number of native-born	3,485
Aggregate number of those who can read and write	965
Aggregate number of those who can not read and write	1,435

The States of Georgia and Tennessee, having 1,124 prisoners, made no return of the state of education, and were otherwise defective. In the 2,400 returned, the following are the proportions of educated and uneducated, viz:

Totally ignorant	60 per cent.
Very deficient, fully	85 per cent.

Thus we see that in the midst of the South, where the colored population is almost totally ignorant, we have the first approach in the United States to the educational condition of France in 1832, and of much of Europe now. Comparing the several sections of the country as presented in the above tables, and including those who can read only (and that is usually very little) among the totally ignorant, we have these proportions. Those called "very deficient" are put down in a low estimate, made from universal testimony of prison-keepers:

Totally ignorant—very deficient.

In New York and Pennsylvania	33 per cent. to 60 per cent.
Central Northwest	46 per cent. to 75 per cent.
West and Pacific	31 per cent. to 50 per cent.
The South	60 per cent. to 85 per cent.

The returns from the "West and Pacific" are deficient, and therefore not a fair test. This, and the fact that the great body of miners are really intelligent men, make the reasons why that section seems to have less ignorance among criminals.

THE PROPORTION OF CRIMINALS TO THE ILLITERATE POPULATION IN REGARD TO EDUCATION.

Here we come to test facts in regard to the influence of ignorance in producing crime. If the proportion of ignorant criminals to the whole number should prove greatly above that of the illiterate to the whole population, it will be a fact conclusive that ignorance is one great cause of crime. Fortunately the returns of education and illiteracy embodied in the census of 1870 will enable us to examine this question and obtain reliable results.

Taking the returns of the census of 1870 in connection with the tables we have above given, we have the proportions below, premising, however, that, as all prisoners are above 10 years of age, so we have taken from the "illiterate" in the census only those above 10 years of age.

Illiterate criminals.

In New York and Pennsylvania	4 per cent. to 33 per cent.
In Central West	3½ per cent. to 46 per cent.
In West and Pacific	3 per cent. to 31 per cent.
In the South	22 per cent. to 60 per cent.

It appears, therefore, that in the Middle States the proportion of illiterate criminals is eightfold the proportion of illiterate people; in the Central West it is thirteenfold; and in the West and Pacific States it is tenfold. In the South it is only *threefold;* but this is caused by the great mass of colored people, who make up a large portion of the whole people, and, being nine-tenths of them wholly ignorant, furnish the great mass of criminals. When the still larger white population is counted in it makes the disproportion of the illiterate criminals less. As to colored people only it is very great. But we see in the above proportions the great fact that ignorance is one of the great causes of crime. We do not seek to exaggerate that fact. The figures we give show it in its naked deformity, and we leave the fact to the contemplation of our readers. But in the mean time let us look at how this fact will operate in an intelligent American community. Let us see exactly how it will operate in New York or Pennsylvania. Let us take 10,000 people as the unit of measure. The result will be, according to the above proportions:

People	10,000
Illiterate	400
Estimated prisoners	40
Prisoners illiterate	35
Others	5

The "others" means only a very common education. What, then, is the practical result? That because 400 persons out of 10,000 have been kept *totally* ignorant, the county or municipality has seven times as many criminals as it need have, and seven times as much expense and evil of all kinds resulting from it.

Having thus established certain general principles by the incontrovertible testimony of statistics, it will not be inconsequential or uninteresting to give the testimony of some of those who are engaged in the actual management of prisons.

The following statement, made by the superintendent of the Detroit House of Correction, gives the general facts and causes of crime nearly as correctly as can be obtained from the general averages of the most extended table of statistics:

"Of the 8,744 prisoners, 44 per cent. were under 30 years of age; 65 per cent. acknowledged themselves habitually intemperate; 65 per cent. were living out of the family rela-

tion; only 57 per cent. claimed to be able to read and write; 43 per cent. acknowledging themselves without any education at all. The whole 8,744, almost without exception, were poor and generally penniless on their admission to the institution. This fact, so generally true of criminals, must bear relation to their criminality. The improvidence that makes the spendthrift and pauper produces also the sensuality and selfishness that seek the means of indulgence without self-denial or regard for consequences."

Professor Tarbell, who has the school in the Detroit House of Correction, says:

"Of the 150 men who have been examined individually on entering the school during the past six months, 23 were entirely ignorant of reading; 30 could read a little, but not well enough to use text-books; while 97 could read with tolerable readiness, and some of them with intelligence and expression. From this it appears that 35 per cent. of those admitted were practically illiterate. In 1869 there were 29 per cent. of this class, and in 1870, 33 per cent. Whether this apparently increasing illiteracy on the part of those committed to the house of correction be due to the demoralizing effect of the late war on many men of intelligence, and that we are now returning to the more usual state of society in which the vicious are the ignorant, I will not say."

If the censuses of 1850, 1860, and 1870 be compared, would not the whole country show the same result in regard to illiterates; and can any other result be obtained without compulsory education?

Mr. Cummings, the moral instructor of the California State Prison, says:

"A great majority of the prisoners on their commitment are illiterate; others have acquired merely the elements of knowledge, without being able to turn their slight educational acquirements to any practical use; while the number who have acquired a systematic or liberal education is so extremely limited that it has been found difficult to supply the classes with suitable teachers. Hence, when these unfortunate men have been approached in a kind and conciliatory spirit, very few have failed to respond in a similar spirit; and when the means of instruction have been provided for them they have eagerly availed themselves of the privileges of the prison school. The progress that many have made in their studies has been truly gratifying, and has demonstrated, not only the practicability, but the great importance, of furnishing educational facilities to prisoners."

The fact that most of those who say they can read and write are "not able to turn their slight educational acquirements to any practical use" is a fact which mere statistics do not show, but which the warden or chaplain at once discovers; and that fact is simply, that nine-tenths of prisoners have literally no useful education. Mr. Cummings further says:

"The educational acquirements of prisoners here do not differ materially from a general statement that would apply to most prisons in other States. Of 478 prisoners committed from April 11, 1870, to July 1, 1871, 232 were entirely illiterate; 95 could read and write; 120 could read and write very imperfectly, while but 31 were liberally educated."

Those who could read and write "very imperfectly" may without error be put down as uneducated. So that, practically, four-fifths of all the California State prisoners were uneducated; and yet this fact does not half appear in the table of statistics.

The board of inspectors of the State penitentiary of Tennessee say: "One out of every 25 of the entire population of Great Britain is a juvenile delinquent—a destitute vagabond, abandoned, and, in many cases, a law-breaking child before the age of 17. While the same proportion of such a class can not be supposed to exist in this State, still the number is very large, and augmented daily with our increasing population. While no section of the State is entirely free from their presence, our larger cities swarm with them. They are found at every corner, and in every alley; at the doors of the saloon and the theater; at our depots and wharves; here their faces greet you with features pinched by their necessities into expression of premature shrewdness, bordering on villany, totally foreign to the faces of well-cared-for childhood. From the teeming crop of ignorant, neglected, and criminal children is produced the large majority, if not all, of the thieves, counterfeiters, forgers, burglars, robbers, and murderers who fill our penitentiaries; as also those subjects for seduction, and consequent prostitution, who fill the brothels of our cities."

Here is society preparing the crime which the criminal commits. Here is the negative preparation of non-education, and the positive one of temptation.

Mr. Darnell, keeper of the Georgia penitentiary, says:

"Of all reformatory agencies, religion is first in importance, because most potent in its action on the human heart and life. Education is also one of the vital powers in the reformation of fallen men and women, who have generally sinned through the influences of some form of ignorance conjoined with vice. Its tendency is to quicken the intellect, expel old thoughts, give new ideas, supply material for meditation, inspire self-respect, support pride of character, excite to higher aims, open fresh fields of ertion, minister to social and personal improvement, and afford a healthful substitute for low and vicious amusements.

"It is, therefore, a matter of primary importance in the prevention of crime and the

improvement of society, as well as the avoiding of that combat between crime and law which, in this country, has been the bane of our prosperity."

We need not cite any further testimony of this kind; this is in substance the testimony of all the keepers and officers of penitentiaries, prisons, jails, and reformatories in the country. It is the testimony of human experience on one of the most important points which concern human society. The evidence upon the intimate relation of crime and ignorance is clear, complete, and ample. It may be comprised in two general propositions:

First. That one-third of all criminals are totally uneducated, and that four-fifths are practically uneducated.

Secondly. That the proportion of criminals from the illiterate classes is at least tenfold as great as the proportion from those having some education.

If these proportions are true, (and we have made rather an underestimate,) then, after making due allowance for crimes committed from passion, without regard to education, and crimes, such as forgery, frauds, &c., which require some education, we must come to the conclusion that two-thirds of crimes might be avoided by education, but more especially by religious training. Against this fact some one will reply that so also a large number of criminals are intemperate, and, therefore, we may attribute to intemperance a large number of the crimes we now attribute to ignorance. True, if these were parallel causes, but they are not. In the first place, a large number of the intemperate are such from want of education, and especially from want of moral and religious training. We see a great many educated persons (that is, commonly educated) who are intemperate, but they seldom commit crime. Secondly, many of those committed to prison have become intemperate on account of previous criminal and vicious habits. But we shall not discuss this topic, except so far as to present some statistics both upon intemperance and upon color.

We give the following examples of the traits of prisoners in regard to temperance and intemperance, in some of the principal prisons, viz:

Institution.	Temperate.	Intemperate.
Northern Indiana Prison	105	104
Iowa State Penitentiary	122	158
Minnesota State Prison	41	46
Illinois State Penitentiary	672	743
Kentucky State Penitentiary	814	1,033
Detroit House of Correction	3,045	5,655
Total	4,799	7,739

Or in proportions—

Temperate	38 per cent.
Intemperate	62 per cent.

This proportion is rather larger than that which the statistics show as the *totally ignorant*, but not nearly so large as the *very ignorant* are reported to be by the keepers of penitentiaries, prisons, and jails.

Probably if we had the statistics of every prison and jail in the United States the result would not be materially different from what we have given above. Let us now look a little at the proportions of the colored people in relation to crime and ignorance, remembering their long enslavement and the prohibition of letters to slaves:

Section.	Population.		Prisoners.	
	White.	Colored.	White.	Colored.
New York and Pennsylvania	1,786,826	117,375	11,268	1,465
Central Northwest	8,987,572	130,437	14,362	1,524
West and Pacific	2,720,272	29,393	1,187	205
South	3,568,901	1,680,888	2,058	2,414
Totals	23,063,511	1,957,873	28,875	5,608

The above does not contain the population of all the States in those sections, nor by any means all the prisoners, but it does show the proportions of white and colored people, and the proportions of white and colored prisoners; and this is the only purpose for which we have prepared this table.

In New York and Pennsylvania the proportion of colored population to colored prisoners is 80 to 1; but of white population to white prisoners it is 700 to 1.

In the central Northwest the proportion of colored population to colored prisoners is 90 to 1; but of white population to white prisoners, 700 to 1.

In the West and Pacific, the proportion of colored population to colored prisoners is 140 to 1; but of white population to white prisoners, it is 2,300 to 1.

In the South, the proportion of colored population to colored prisoners, is 700 to 1, but of white population to white prisoners, 1,784 to 1.

The only value attached to these proportions is to show that the negro population, being almost entirely ignorant, presents far the larger proportion of criminals. This we might anticipate, but it is one of many great facts which show that ignorance is really the greatest cause of crime.

The nativity of criminals in the foregoing table is—

Foreign-born	57,818
Native-born	42,495

The foreign-born in the United States are to the native population as 1 to 7. Hence, the foreign-born criminals are to natives nearly in the proportion of 10 to 1. If, then, society suffers a large portion of its people to be ignorant; if it offers temptation to intemperance; if it neglects to encourage industry; is not the proposition of Quetelet most emphatically proved, that society prepares the crime which the criminal commits?

Can we have a more serious testimony to the duties of society on one hand, or the only means by which society now can be preserved from the destruction which has overtaken all the older nations of the earth?

THE RELATION BETWEEN EDUCATION AND PAUPERISM.

BY E. D. MANSFIELD, LL. D.

Pauperism may be defined as a disease of society—permanent in some measure—because, in the language of scripture, the poor are "always" with us. Because it is a disease of society, we may and ought to ask, how far is society responsible for it? And how far can society prevent it? The same scripture which says that these are always with us says also that society is responsible for all its evils, and that there may be a state of society in which even this disease shall cease.

In addition to this, we find by our own observation that there are communities in which pauperism as a social disease does not exist at all. These are small communities, it is true, but they show the possibility of a state of society in which this great disease will not exist. Then the practical question is, *how* shall we arrive at that result? Can we prevent pauperism? Modern physicians, as well as statisticians, have arrived at the conclusion that a large number of diseases incident to personal humanity are preventable. Is not this equally as true of the diseases of society? Looking upon pauperism as we did upon crimes, is not Quetelet's proposition almost as true of pauperism as of crimes—that society prepares the causes of pauperism? The close and careful observer of society will acknowledge that to be a melancholy fact. If that be so, is it not the first duty of society to consider *how* it *prepares* for crime and pauperism? And if it does so prepare crime and pauperism, how can it avoid doing that, and how it can prevent the disease?

What do you find to be the actual measures of society in the cases of crime and pauperism? Why the actual measures of society are to make a prison to put criminals in, a jail for the accused, a poor-house for the pauper, and a house of refuge for vagabond children. But not one of these is a *preventive*. Society, by these measures, is trying to compromise its own wrongs. It made a criminal, and then tries, first to punish him and then to prevent his doing any more mischief.

This is all well, provided we admit that society has any right to cause or permit the causes of crime and pauperism. It is no doubt true that there are natural causes of pauperism which can not be avoided; and it is equally true that society has provided for these in other ways than those which it provides for pauperism, and ways which neither infer the disgrace of crime nor the reproach of poverty. Happily those whom nature has deprived of faculties or of mind are insensible to the defects of either, and thus the asylums which hold them may be regarded as the depositories of human charity.

Before we go into statistics, let us for a moment look at the causes of pauperism.

1. The greatest natural cause of pauperism is, undoubtedly, infirmities or diseases of the body; but when we look at it carefully we find that this cause makes comparatively few of those in the almshouses and infirmaries, for the reason that society has provided for these in separate institutions. The sick have the hospital; the lunatics, the idiots, the blind, the deaf and dumb, and the maimed soldier, all have institutions expressly provided for them. In such a State as Ohio, for example, there are all of these provisions for infirmities of every kind. There are five lunatic asylums, and there is a provision for every kind of human infirmity. In the infirmaries there are some of the *naturally* disabled, but not very many.

2. The number of those who become paupers from unavoidable misfortunes is small. There are, doubtless, some of these; but, when we take from persons in the infirmaries who claim to be unfortunates those who are intemperate, or very ignorant, or naturally disabled, we shall find very few left.

3. One of the greatest causes of pauperism, as it often is of lunacy and of crime, is something which is called, generally, "imbecility," but which it is impossible to define accurately, both because these persons often appear to have good sense and because this imbecility is natural as well as acquired. Perhaps in the majority of cases it is wholly acquired. There are vices, such as intemperance, which impair the judgment and the capacity for useful work; and there is also the negative imbecility which arises from ignorance. When ignorance has left the faculties of the mind totally undeveloped, they may have been naturally as good as others, yet they are almost useless in actual work. So long as such a person has an able body, and can find work, he will get along as an animal machine, directed. When he gets out of the employment in which others have placed him he becomes bewildered and often unable to help himself. Here society has caused pauperism by allowing ignorance.

4. Another great cause of pauperism, but far less in our own country than in Europe, is want of employment. This is not the cause of permanent but rather of temporary or occasional pauperism. Its consequences to society, and often to the individual, are precisely the same. In Cincinnati, for example, there are on an average

10,000 persons each year who receive what is called "outdoor relief." These are entirely outside of and independent of any public institution. They appear to be casual and temporary; but there will be just as many next year. Thus this temporary relief or casual pauperism becomes in fact permanent and an increasing charge upon the community. This kind of pauperism is largely due to the *want of employment*, and especially among the ignorant classes—and among these more largely among women. It exists especially during the winter months. Here arises the question, which, if not practical to-day, will certainly become so in a few years: Is not society bound by moral and by prudential considerations to prevent this kind of pauperism? You may say, How? Natural infirmities, diseases, and calamities, we are bound to provide for in the best way we can, and it may be admitted that they will always exist and be unavoidable. But these do not make up the great body of paupers, and we may affirm positively that the great body of pauperism is avoidable, preventable. How? We see that what we have called "imbecility" and misfortune are due to three main causes: 1. Ignorance. 2. Intemperance. 3. Want of employment. To a very great extent all of these causes may be prevented; ignorance certainly may be prevented; the temptations to intemperance may be prevented; and society can and ought to furnish employment to those who can not get it.

In Europe it is understood and admitted that on the question of employment depends mainly the question of pauperism, considered as a general disease. At present Great Britain is very prosperous; and we are told, in recent accounts, that paupers in Great Britain are 100,000 fewer in 1872 than in 1871. This is because all industries are active and prosperous. Several years since appeared a work entitled "Pauperism," by the Viscount de Bargemont. He had been prefect in several provinces of France, and was familiar with the subject. He informed the government of Louis Philippe that there were so many thousands of people out of employment in the province of Lisle; and as that was general, if the government would not employ the people there would be a revolution, and there was. The government of Louis Philippe was overthrown. In Europe this question is now well understood, but Europe is far behind this country in another form of this subject, education. The greater part, nearly the whole, of the paupers of Europe are totally ignorant, and clearly that ignorance was one great cause why they could not find employment. When a man has nothing but his arms and legs to offer for service, with a mind almost totally blank, there is very little for him to do. He can not enter upon any of the new employments which society is constantly creating, and the result is that when clear naked labor fails, he fails also. This form of pauperism has not yet very largely affected our country; but it certainly will, unless the laborers of this country shall be educated up to the point at which they shall be able to enter, at least as laborers, upon all the new channels of employment.

It is this question of education, as a *prevention* of pauperism, which concerns us here. Society has made and always will make ample provision for all those who are naturally disabled. Asylums for every species of infirmity are rising on all sides; but that sort of imbecility which arises from a total want of knowledge, or of discipline of mind, has no asylum but the almshouse. And there it reacts upon society in two ways—one by imposing upon society the necessity of supporting it, and the other by withdrawing so many persons and so much labor which might have been available both to subsistence and the increase of wealth.

These general views of pauperism are obviously true. Let us now see if specific facts do not correspond with and prove the general principles.

1. Let us first take up the statistics of Europe, as far as we can get them.

We can not bring down the statistics to the present date; but, as the value of such facts depends only upon the *proportions* between the paupers, population, and education, they can be shown by any recent tables. We will first look at pauperism in Great Britain. Its condition in 1859 was thus:

Estimated population of England and Wales in 1859	19,578,000
Whole number of paupers	902,052
Per cent. of paupers	4.6
Of these in union poor-houses	107,050
Of these, outdoor poor	692,384
Of these in hospitals, dispensaries, &c	102,618
In the city of London in 1859	106,140
Population of London	2,362,236
Per cent. of paupers to population	4.7

The condition in 1867 was:

Estimated population of England and Wales	21,320,000
Whole number of paupers	931,546
Per cent. of paupers to population	4.4

In the eight years from 1859 to 1867 there was little variation in the proportion of paupers to population.

Pauperism seems to exist in Great Britain as a *permanent* disease of society, which

includes and occupies (including all officers and attendants) just about 5 per cent. of the whole population.

If we take with the general fact another one, what is the proportion of people educated in even reading and writing—the commonest of education—we should be able to draw some proportion as between Great Britain and other countries. But, in fact, the enlightened government of England does not exhibit such statistics, except in partial fractions. All that we have are—

In 1867 the number of inspected schools was	9,340
Number of pupils which could be accommodated	1,837,307

The population of the United Kingdom was then nearly 30,000,000. But there were also great numbers of church schools, high schools, colleges, universities, &c., so that from these statements we can not get an accurate idea of the education of Great Britain; but we get enough of facts to see that it is very defective; in fact it can not possibly reach more than half the people.

But the following paragraph from the statistics of the "Edinburgh Almanac" for 1869 sums up all the facts we can get there on the subject: "But according to the estimate of the assistant commissioners, the 70 schools from which returns were obtained supply instruction to more than two-thirds of the middle class of population of the country. If this estimate be correct, there is 1 in every 140 of the population in Scotland on the roll of some secondary school; and there is 1 in every 205 of the population in public secondary schools. In the universities and colleges there were 1 in 1,000."

But these were all of the secondary and higher class, and do not include the primary schools, which ought to have the great body of pupils. The report of 1851, which is sufficiently near to determine ratios, gives the following facts:

Number of pupils attending public schools of all kinds	280,045
Number attending private schools	88,472
Total	368,517

Proportion to population, 1 to 7.84.

In round numbers, Scotland, the *best educated country in Europe*, has in school 1 to 8, The State of Ohio has at any one time as many as 1 to 3½ of the people in course of education.

The proportion of popular education in Ohio to that of Scotland is more than 2 to 1.

At the same period (1851) there were in England—

In day-schools	2,144,378
Population	16,921,888

This gives a ratio to population of 1 in 8.

It is slightly less, but we may suppose the ratio will be fully made out by the higher schools. The result of these statistics is, that in 1851 the number of youth in the schools of Great Britain did not exceed half of those who ought to have been in school.

Let us now, while we have these figures, compare them with similar results for Ohio. In his report for 1871, the secretary of state of Ohio returned 5,600 paupers—that is, "indoor" poor in Ohio; sometimes there were in round numbers 10,000 "outdoor" poor in Cincinnati; and there were in Cleveland, Toledo, and other large towns, nearly or quite 4,000 "outdoor" poor. The aggregate of these is 20,000 of the same class of paupers which are returned in Great Britain. Then we have these general results:

Population of England and Wales in 1851	17,927,609
In school	1 in 8
Number of paupers	902,052
Per cent. of paupers	4.6
Population of Ohio in 1870	2,665,000
In school	1 in 3.5
Per cent. of paupers	.7

With double the proportion of education, the proportion of paupers in Ohio is only one-sixth of that in England and Wales. If, then, all other conditions were the same, the conclusion is inevitable that universal education had reduced pauperism to one-twelfth. But, undoubtedly, this is an exaggerated view of the subject, because the conditions are not the same. This is a new country, with political institutions adapted to develop the faculties of, and furnish employment to, the people. There is, however, an important view in which the conditions are nearer than might be supposed. Ohio has just *one-third* of its population in cities and large towns; and England has little, if any, larger proportions, but it is the condition of these large towns which creates the great body of paupers. Hence the inequality of conditions is not so great as might be supposed. After allowing for all these inequalities, it is evident that the defect of education has had a great deal to do with the pauperism of England.

Let us now look at France. The returns of 1851 will show the proportion, viz:

Population of France in 1851	35,781,628
Average number assisted	982,516
Per cent. of paupers	2.78

This was the number aided among the *healthy* poor, but does not include the large mass of the sick and infirm poor, which make the full half of all paupers, in the infirmaries of the United States. We must, therefore, add them in. The statistics of these were:

Total number of hospitals and asylums in France in 1852	1,324
Number of beds in all	131,016

But this number was quadrupled by the discharge of the recovered and the entry of others. A greater part of these we have.

In 1,035 of these institutions there were in 1853 as follows:

Males	285,188
Females	162,885
Adults	404,447
Children	42,926

Making a proportion for the remaining institutions, we have at least 560,000 of the sick and infirm poor. Adding these to the healthy poor supported, we have—

Total number of paupers	1,542,516
Proportion to population	1 in 23

When we come to the ultimate, we find there is very little difference between the proportion of pauperism in England and France, but there is an immense difference between the proportion of pauperism there and in the United States. In the city of Paris the proportions were—

Population of Paris at that time	996,067
Paupers "indoor" and "outdoor"	95,169
Proportion of paupers in Paris	1 in 11
Per cent. of paupers in France	4.3
Per cent. of paupers in Paris	9.5

The proportion of pauperism in Paris is nearly double that in France generally, and that in the whole of France is double that in the State of Ohio. We may stop here for a moment to compare these proportions with those of Massachusetts. Here all conditions, except those of education, are nearly the same. Massachusetts has a *civic* (that is town) population equal to that of France; and a very large share of foreign emigrants. The comparison between France and Massachusetts is therefore quite fair.

Population of Massachusetts in 1852	1,040,000
Whole number of paupers in the State	31,400
Proportion of paupers to population	1 in 35
Percentage of paupers	3.5

Here we have a direct and fair comparison of the results in Europe compared with those of the United States, under nearly the same conditions:

Paupers in France	1 in 23
Paupers in Massachusetts	1 in 35
Per cent. of paupers in France	4.3
Per cent. of paupers in Massachusetts	3.5

Now, the difference is not so great as many might expect, but *all* that difference is due to education.

Return again to Ohio:

Proportion of paupers to population	1 in 35
Percentage of paupers	.7

Ohio is a fair representative State of this country. One-third of its population is in large towns—a proportion not exceeded by more than three or four States in the whole country. Three-fourths of all the States have a less proportion of paupers than Ohio. But, in order to put the case in the fairest possible attitude for Europe, let us combine the proportion of Massachusetts and Ohio together. The result will be this:

Population of Massachusetts and Ohio in 1852	3,030,000
Number of paupers	50,000
Proportion of paupers	1 in 61
Per cent. of paupers	1.70

The proportion of paupers in France is more than double, and, as the civic population is as large, and the number of foreign immigrants of the poor classes very great, the comparison is a fair one; and the difference in the proportion of pauperism is undoubtedly due to education.

2. Let us now look at the statistics of the United States, and see if we can ascertain whether ignorance has caused pauperism.

In the table at the end of this report we have given the results which we have obtained by hundreds of inquiries addressed to the infirmaries and charitable institutions of the country, but which were not answered in more than one case out of three. There are still answers enough to give us a definite view of this subject and establish certain proportions which would not be varied materially by more extended observations; and here we remark that full and accurate statistics would enable us to establish definitely the principles or social influences by which "pauperism," that is, dependent poverty, is evolved from society. We see arising in our country, in a smaller degree, but with equal regularity and certainty, the same kind of pauperism which is one distinguishing mark of society in Europe. We are apt to think that England and France are the most civilized countries in the world; at least they are those from which we take our ideas of what is called "civilization." But what do we find in this civilization? Why, that in 1869, there were in England and France together 2,600,000 paupers out of a population of 65,000,000! That is, 1 in 25 of the people is dependent upon public support. This is startling. It is enough to make any humane man—more, any Christian, and still more, any Christian statesman—pause and inquire whether this is really the necessary result of Christian civilization. But these are the countries to which we have looked for the highest standard of civilization. Here we inquire again, Must our country follow this kind of civilization? Is there no remedy for this tremendous evil? At least, is there not a partial remedy, so that we may keep our country from advancing further in the scale of pauper civilization?

Let us now return to the results of our own tables:

Number of States reporting	16
Number of institutions reporting	276
Number of paupers reported	12,159
Number of white males	6,251
Number of white females	5,245
Number of colored males	287
Number of colored females	279
Number of foreign-born	3,757
Number of native-born	5,827
Number who can read and write	3,071
Number who can read only	1,521
Number who can neither read nor write	2,801

The proportions deduced from these aggregates as follows:

The proportion of males to females is	54 to 46
The proportion of white to colored is	95 to 5
The proportion of foreign-born to native	40 to 60
The proportion of those who can read only to those who can neither read nor write is	52 to 48

If we add those who can read only to those who can do neither, which we should do, as it is well known that those who can read only are almost absolutely ignorant, we shall have this result:

Those who have some education to those who have none	60 to 40
Foreign-born to native	39 to 61
Whites to blacks	95 to 5
Totally ignorant among paupers	60 per cent.
Foreign-born	39 per cent.
Colored	5 per cent.

To compare these proportions with the proportions of these classes in the several States we have these results, derived from the census of the illiterates in the census of 1870:

Adult illiterates in New England States to their total population	4.6 per cent.
In Pennsylvania, New Jersey, and New York	4.9 per cent.
In Ohio, Indiana, and the Central West	4.8 per cent.

This proportion is for the whole population, and not for adults only; in the latter the proportion of illiterates would be much greater. We may assume 4.5 per cent. as the proportion of the illiterates in the Northern, Middle, and Western States, excluding the South, or former slave States. We have, then:

Totally ignorant among paupers	60 per cent.
Totally ignorant among the whole people	4.5 per cent.

Let us take a given number of people, say a million of persons, in Pennsylvania, Ohio, and Illinois, States not inferior to any in popular education. The result will be (on the average) very nearly this:

Population	1,000,000
Paupers	8,000
Illiterate people, (total)	45,000
Illiterate paupers	4,800
Of total illiterates there are paupers	13 per cent.
Of all population there are paupers	8 per cent.

In other words, the proportion of paupers among the illiterates is sixteen times as great as among those of common education. The results demonstrate what reason should infer from the facts. The want of education is the lack of faculties and talents to acquire employments and to work profitably in them; and this is one of the great causes of pauperism. Let us now look to the proportion of foreign-born to native; for this is involved in an inquiry into the relations of ignorance to pauperism. A great many of the foreign-born who come to this country come very ignorant and also very poor, so that they are in a condition to recruit the ranks of pauperism largely, unless they are able to get into agricultural employments, which only a small portion does. The result is evident in the pauperism of large cities. If the infirmaries, hospitals, and asylums of New York, Cincinnati, Saint Louis, and other cities be examined, it will be seen that by far the larger proportion of paupers is in the large towns, and that the larger part of them is foreign-born. Taking the proportions above given, let us examine their relation to the whole population.

	Per cent.
In Connecticut the proportion of foreign-born is	21
In Pennsylvania the proportion of foreign-born is	15
In Ohio the proportion of foreign-born is	14
In Indiana the proportion of foreign-born is	8
In Illinois the proportion of foreign-born is	20

In the whole United States the proportion is about 12 per cent., but in the South it is much less. In the States from which our tables are taken an average of 16 per cent. is quite enough. We have, then, for a given population, the following results:

Population	1,000,000
Paupers	8,000
Foreign-born	160,000
Foreign-born paupers, (39 per cent.,)	3,120

Of all foreign-born, there are paupers 2 per cent.

Of the whole population, there are paupers 8 per cent. In other words, the proportion of foreign-born paupers is three times as great as the proportion of natives.

The proportion of native paupers is as follows:

Native population, deducting foreign-born, as above	840,000
Native paupers, as above	4,880
Proportion to whole population	5 per cent.
Proportion of foreign to native paupers	4 to 1

The number of colored paupers is not large, (except in the South,) and there is no evidence that they are more inclined to pauperism than the whites. The returns from several of the almshouses and infirmaries show that there is a large share of intemperance; but, as we have remarked in relation to crimes, intemperance is often the *consequence* as well as the cause of crime and pauperism. It is one of the common sayings of intemperate men, as well as their friends, that "He was unfortunate, and then got to drinking." We must go farther than we have yet been able to do into the origin of cases of pauperism before we can safely pronounce how far intemperance has caused it. We now know that the largest element of character which accompanies pauperism is *ignorance*. The proportions above given are enormous, and should arouse those who seek a broad, popular education to greater zeal and energy.

Although the effect of ignorance in producing crime is very great, yet its effect in producing pauperism is greater. If, then, society has to pay so heavily for keeping a part of its people in ignorance, would it not be wise and prudent to educate them?

The State commissioners of public charities in Illinois report the case so clearly and strongly that we make the following extracts from their report for 1871:

"*Ninth.* The tendency of education to prevent pauperism is more apparent than its tendency to prevent crime. Estimating the pauper children at one-tenth of the whole number, and leaving them out of calculation, 40 per cent. of the inmates of the almshouses could not write, and 25 per cent. could not even read.

"*Tenth.* Pauperism and crime are so closely allied that the same individuals belong to both fraternities. Five per cent. of the county paupers acknowledge to have been in jail. The same man is a criminal or pauper, according to circumstances. He steals when he can not beg, and begs when he can not steal."

Cicero, in his oration for the poet, (Archias,) says that all arts are kindred. We see above that the vices and crimes are kindred also; but whatever they *are*, society should rather inquire how they *came* than what they *are*. Vice, crime, and imbecility, when they have once seized upon a human being, are rarely cured. The preventive is a far more possible process than the curative; hence society is under the greatest obligations, as well as moved by the strongest interests, to take all possible preventive measures. It has two directly within its power. One is positive, by educating the people thoroughly. The other is negative, by withdrawing the open temptations to intemperance. Every Christian and patriotic motive impels us to *prevent* crime and pauperism by every human means.

The statistics from which we have drawn our conclusions are limited, compared with what they may be made; but while more extensive tables might enlarge the details they would probably in no way change the result. While the great social facts remain, the evil, as well as the good, which attended them, will also remain.

Condition of education in almshouses and infirmaries.

Institutions or States.	Number of poor-houses.	Number of persons.	White.		Colored.		Nativity.		Education.		
			Male.	Female.	Male.	Female.	Foreign.	Native.	Read and write.	Read only.	None.
Connecticut	7	64	27	33	3	1	5	57	23	3	17
Maine	9	100	47	53	.....	.....	12	56	55	13	14
Massachusetts	33	754	404	337	2	11	128	612	338	118	84
New Hampshire	5	124	49	74	1	.....	20	104	75	15	34
Rhode Island	2	12	3	4	1	.....	.....	.....	7	2	3
New York	31	2,279	1,220	1,015	25	19	736	1,064	367	167	246
New Jersey	2	359	158	194	4	3	218	200	100	60	258
Ohio	23	1,410	680	626	53	51	316	845	520	276	457
Ohio, city of Cleveland	1	465	257	208	5	2	333	132	300	102	158
Ohio, Erie County infirmary	1	60	29	29	2	.....	40	18	.....	.....	.....
Ohio, Columbiana Co. infirmary	1	84	39	43	2	.....	.....	.....	.....	.....	.....
Ohio, Toledo infirmary	1	51	51	.....	.....	.....	.....	.....	20	.....	24
Ohio, Richland County infirmary	1	73	27	46	.....	.....	20	53	36	14	13
Indiana	18	390	179	198	5	8	133	257	102	64	149
Illinois	28	746	392	346	4	4	327	397	132	128	52
Illinois almshouses	71	1,662	912	708	27	15	812	850	439	244	539
Michigan	10	263	156	94	9	4	50	96	14	25	79
Minnesota	1	76	47	23	1	5	60	16	.....	.....	.....
Pennsylvania	27	2,222	1,246	939	31	6	254	381	318	160	305
Maryland	1	571	205	246	39	81	200	371	195	108	237
Virginia	2	274	53	83	73	65	40	251	4	15	42
West Virginia	1	120	70	46	.....	4	53	67	26	7	95

SUGGESTIONS RESPECTING ART-TRAINING IN AMERICAN COLLEGES.

BY M. B. ANDERSON, LL. D., PRESIDENT OF THE ROCHESTER (NEW YORK) UNIVERSITY.

It is the province of an institution for higher education to furnish a course of instruction which shall include the elementary principles of all the great departments of human thought. It should be the aim of such a course to secure the highest culture which the pupil is capable of receiving, and also to make him in some degree familiar with the mental processes of those men who mark in their epochs the culmination of the world's moral and intellectual life.

Upon the principles here stated all courses of study designed for liberal education have been framed. These courses have varied with the intellectual progress of successive ages. The culture of each generation is represented in its curriculum of educational studies. A nation's ideal is shown in what it attempts to do for the young. The more cultivated the people the greater the anxiety manifested to perpetuate the highest types of the present in the generations to come.

ATHENIAN CULTURE.

The Athenians thought it a shame that the free citizen should be ignorant of any one of the forms in which the Greek mind had found expression. Consequently, no great genius among them could fail of a fit audience or due appreciation among the average free-born citizens. All the capacity and achievement of the few were made available for the cultivation of the many.

DEFICIENCIES IN MODERN EDUCATION.

Modern education, especially that of our own country, has strangely neglected some of the noblest forms of human thought. Especially is this statement true in respect to the fine arts. With the exception of the study of elegant literature, very little connected with these arts enters into our course of education. It must be conceded that all literature cast into rhythmical forms, or whose aim it is to address and affect primarily the æsthetic capacity, should be put in the same class with the arts of design. The end of the poem, the novel, and a large proportion of essays and occasional addresses, are designed, in the first instance, to give pleasure, however much of moral effect may be indirectly aimed at.

A KNOWLEDGE OF THE GREAT WORKS OF LITERATURE INDISPENSABLE.

By common consent, the highest forms of æsthetic literature in three or four languages are considered as indispensable elements in every course of education which can claim to be liberal. The essential principles of literary and art criticism are identical. Homer and Shakespeare are artists by the same title as are the world's painters, sculptors, and architects.

LIBERAL CULTURE DEMANDS SIMILAR KNOWLEDGE OF ART.

The study of literature, having been so universally adopted as a means of culture, is itself a concession of the value, and even the necessity, of art-education within a certain narrow range. The value of art-training being conceded in principle, there can be no good reason given for selecting one branch of artistic creation and the exclusion of others, equally elevated, from our courses of liberal study.

Considered as mere knowledge, or as a means of discipline for the mind and character, some degree of attention to art would seem to be almost indispensable. With the exception of literature, already referred to, and some unsystematic attempts in the direction of music, very little has been done in this direction. The young are left in substantial ignorance of whole branches of art-expression and are expected to acquire a knowledge of them by the accidents of general reading, travel, and intermittent observation. Under such conditions, those only who have the strongest natural drift in the direction of æsthetic pursuits are likely to make any definite and thorough acquisitions. Those in whom the æsthetic sense is least developed and who, consequently, most need the elevating and refining influence of art-culture, are likely to obtain little or none of it. Persons whose tastes are severe and critical in literature are often utterly ignorant of all that pertains to the plastic arts.

DEFICIENCY OF ART-CULTURE IN AMERICA.

The great majority of educated Americans who travel abroad for improvement are so deficient in elementary art-knowledge that the best opportunities are lost upon them. As they carry no æsthetic conceptions abroad with them, they bring little art-knowledge home. The blank and wearied expression on the faces of the crowds who, in obedience to fashion and the guide-books, drag themselves through the European galleries, is a telling index to the average ignorance on art-topics on the part of the traveling public. Not seldom do we see a well-filled library, or an elegantly furnished parlor, whose art-decorations are strangely out of harmony with the surroundings. In furnishing dwellings, we are a people singularly regardless of expense, but we pay little attention to harmony of color or beauty of form. In our monuments to the dead, and our public buildings, we spare no expense; but tawdry ornamentation too often takes the place of solidity, proportion, and harmony of parts. In those manufactures which demand beauty in form and color we are as much behind Europeans as we excel them in ingenuity and adaptation of means to ends in mechanical construction. We have a body of able artists in the departments, especially, of painting and sculpture. In landscape, our place is relatively high. But a serious obstacle to the progress of American art is the want of an educated and discriminating body of patrons among the educated and wealthy. When the hard-working artist sees tons of marble and acres of canvas, worthless originals and more worthless copies, the work of journeymen painters and stone-cutters, purchased abroad by men of wealth, while honest and real home-production is neglected, he loses faith in his countrymen, and even in art itself. While it may be true that this state of things is passing away, it must be admitted that the great need of American artists is a community of critical and intelligent judges, who will buy with discrimination, expose charlatanry, and patronize real genius and intelligent labor. If we would hold the same high rank among the nations in the elegant arts that we do in practical energy and inventive capacity, we must take measures to meet the deficiency we have alluded to, the reality of which all thoughtful persons must admit. The remedy, we submit, must be sought in art-education for the young. All experience shows that improvements in education must begin in its highest forms. The stream can not rise higher than its fountain. The teachers and leaders of society must be first taught. It is not enough that the elements of drawing are taught in our public schools. This is well, but it will never create a body of connoisseurs to whom the artist can appeal for recognition and appreciation. Nor will schools for the training of artists meet our difficulty. These, also, we need; but the educating force which these will bring to bear on the community of critics and patrons of art is remote and indirect. We need an art-training for colleges which shall be given as a constituent element of general liberal culture, and not for a merely professional end.

SUGGESTIONS FOR ART-CULTURE IN COLLEGES.

I now beg leave to give some hints upon what is possible and practicable in promoting art-study in liberal education. Such a course of instruction must be short, for the curriculum is already crowded, and new sciences and literatures are constantly demanding recognition. It must be accomplished by means of cheap illustrations and appliances. The meager incomes of American colleges in general forbid any large and expensive galleries of art

LAWS OF SOUND.

The laws of harmony among sounds are taught in every course of physics. Some explanation of the acoustic principles which affect the production of musical sounds might naturally and easily be given. Such discussion might be followed by the principal facts in the history of music leading to an account of its marvelous development in modern times, showing it to be the earliest cultivated among the arts, while it has been the latest in reaching maturity. This might be followed by the discussion of the laws which underlie musical criticism and composition, together with some characteristics of the world's great musical composers and performers. It may be said that such instruction must be superficial and worthless. We answer that all elementary instruction must be superficial as compared with the attainments of experts. It is also true that no instruction, however incomplete, can be called superficial which is founded upon universal laws.

LAWS OF COLOR.

Harmony in color depends upon laws similar to those which regulate the relations of sound-waves. The principles of harmony in color are of necessity taught with the elements of optics. The application of these laws to the production of pleasing effects upon the eye is simple and easy. The commonest illustrations of the modes in which contiguous colors heighten or diminish the effect of each other would be sufficient to set the student who was not color-blind upon a course of self-education

which, in the end, might make him a critical judge of all the beautiful effects of harmony and contrast in colors. "Chevreul on Color," a work which grew out of a series of lectures to the decorative artists of Paris, who were engaged in the construction of patterns for various kinds of manufactures, is an example of what may be done in this direction.

LAWS OF PERSPECTIVE AND OF ARCHITECTURE.

Some idea of the laws of perspective and shadow might be given in connection with geometry. In the study of statics, examples may be selected from buildings which would show the relations between the solidity demanded by physical laws and the production of the emotion of the beautiful and sublime in architectural construction. In the study of the different branches of natural history, attention might be drawn to the laws of strength, symmetry, and proportion which are every where united in animals and plants.

BEAUTY AN EVER-PRESENT ATTRIBUTE OF NATURE.

In the general analysis of natural objects, a competent teacher will the better secure his end if he directs his pupil to the fact that beauty, as well as adjustment of means to ends, pervades all the kingdoms of nature. Instruction in literature is of course largely æsthetic in its character. This will be much more effective when literature is seen to be but part of a grand system of æsthetic creations. When a student has thus been furnished with elementary critical conceptions, and has been made familiar with those faculties in his own mind which render him capable of enjoying the beautiful and the sublime, he has a ground-work of preparation which enables him readily to profit by whatever of instruction in the departments of plastic art he may be able to obtain.

All instruction upon these subjects should of course be accompanied by illustrations addressed to the eye. As the expense of collecting a complete representation of the progress of art through actual masterpieces is beyond the reach of any treasury but that of a nation, we must set aside all hope of seeing such collection in connection with an institution of learning. Indeed, such immense galleries would be more likely to confuse and burden than to assist a young learner. It is, however, comparatively easy to make a collection of illustrations of art which would answer all the purposes which we have in view.

NECESSARY ART-MODELS, CASTS, AND PLANS.

First.—There should be provided a series of models in plaster of Paris and cork, of celebrated monuments of architecture, which should be so selected as to illustrate the development of orders, types, and styles in themselves and in their relation to nations and periods. To these should be added casts of the details of ornament, such as capitals, moldings, and sculpture, whether serious or grotesque. Stained-glass windows could be represented by chromo-lithographs, as also celebrated interiors, with their general decorations in color. In addition to these, models, photographs, and engravings of buildings and their ornaments might be made extremely useful.

Secondly.—For sculpture, a similar collection of casts in plaster of Paris, zinc, or parian would serve to illustrate the progress of the art and represent the masterpieces of different nations and periods. These casts, as in the case of architecture, might be supplemented largely by photographs and engravings.

Thirdly.—To illustrate ceramic art, reproductions of ancient vases of Greek, Etruscan, and oriental origin could be procured at a slight expense. To these might be added photographs and engravings which would give the student a tolerably clear idea of the gradual development of this branch of art, in which the useful and ornamental are brought in so close a connection.

Fourthly.—To represent ancient pictorial art, a collection of engravings and chromo-lithographs of the extant fragments of Greek, Etruscan, and Roman paintings—such, for example, as have been found in Etruscan and Roman tombs, in the baths of Titus, and at Pompeii—might be made available. To these might be added copies of early church mosaics and frescoes, which would illustrate the transition from heathen to Christian art. For this purpose the publications of the Arundel Society would be found trustworthy and valuable.

Fifthly.—For an illustrative art collection, nothing is more valuable than well-selected engravings. Engraving is itself a branch of art, while at the same time it represents the sister arts. The composition, outline, and distribution of light and shade, the general expression of a picture, indeed every thing except color, can be set forth by a skillful engraver. Etchings, of which the early painters were so fond, will give us the autograph expression of an artist's thought. Where the etcher is also the designer, and an artist of reputation, his work will give us a real and trustworthy idea of his genius, and will approach a painting in its value for art-instruction. An etching by Rembrandt, Salvator Rosa, or Waterloo, brings us face to face with the artist's thought

set forth in his own language. An engraver of real power, like Marc Antonio, Raphael Morghen, or Frederick Müller, can interpret the spirit of his original with greater success than the most skillful translator in literature. Without attempting to obtain etchings or engravings which are costly by mere rarity, or indulging in the luxury of proof impressions, a collection can be made, at a moderate outlay, which will serve a twofold purpose. They enable us to study the art of engraving in its completeness and the most significant elements of the art of painting. Under the skillful manipulation of artists like Kellerhoven we are, in addition, given admirable representations of color. When a collection of engravings is arranged by schools, and in a historical order, it can be made to illustrate successfully the growth of culture and the progress of art. Such a collection would naturally be supplemented, in time, by copies in oil and original paintings. Every good collection of engravings would furnish by its presence a strong argument for its enlargement by original paintings.

Sixthly.—A collection of wooden models and drawings representing the progress of naval architecture, and its present condition, though not so immediately and exclusively bearing on art-culture, would be an appropriate pendant to the illustrations of architecture, properly so called. The graceful curves and free, bold outlines necessary to naval construction give scope for æsthetic effects which are worthy to be compared with the highest results of the sister art. The value of such models for the illustration of the laws of hydrostatics and hydrodynamics is obvious.

Seventhly.—These illustrations might be extended so far as to include the weapons, utensils, and ornaments of savage races and prehistoric times, inasmuch as they show tendencies to regard beauty of form and finish in construction. In like manner, whatever specimens of handicraft combine the elegant with the useful in any remarkable degree would be serviceable for the general purpose we have in view. One of the surest marks of advancing civilization is the tendency to mold articles, designed for purely practical ends, into forms of beauty.

ARRANGEMENT OF ART-COLLECTIONS.

A collection of art-illustrations should be displayed in an appropriate room and classified into departments formed on scientific principles. So far as possible, they should be so arranged as to show by their relation to each other the progress of artistic development, and set forth the leading facts in the history of art. They should be as carefully arranged as a cabinet of natural history. A well-selected library of books on the theory, practice, and history of art should be readily accessible to the pupil. They will sustain the same relation to the illustrations that scientific treatises do to cabinets of minerals and fossils.

ART-LECTURES.

In connection with these illustrations a course of lectures should be given founded upon the actual presentation to the eye of the object to be explained. Opportunity should be given for repeated examination of the illustrations in the teacher's presence, and for the free interchange of questions and answers. A short time thus devoted to art-study under an intelligent instructor would give a class the initial conceptions which reading, travel, and observation will mature into capacity for intelligent enjoyment and enlightened criticism of art.

ADVANTAGE TO THE GENERAL PUBLIC OF ELEMENTARY ART-CULTURE.

It would aid in the elevation of the public taste by gradually educating a body of connoisseurs capable of purchasing art-objects wisely, and by giving tone and character to the judgments of the periodical press. Adequate preparation, so far as art is concerned, would be secured for profitable foreign travel, and the moral advantage would be obtained which always arises from increasing the public capacity for distinguishing the false from the true. Domestic life would be made more attractive and, at the same time, less costly. The tone of dress and furniture would be less under the control of vulgar wealth, and the tact and skill which produce beautiful effects from a slight outlay would come to be properly appreciated. The pleasures arising from cultivated taste would tend to take the precedence of those vulgar amusements which degrade alike the mind and morals of society.

The strongest argument for art-culture is, however, found in the fact that it is the natural complement to the study of science and literature, and is indispensable to the completion of a broad, liberal, and justly proportioned education.

KNOWLEDGE OF ART ESSENTIAL TO A JUST KNOWLEDGE OF HISTORY.

The growth of art is so closely interwoven with all civilization and intellectual progress that it is impossible to separate them from each other without making all our ideas of human history disproportioned, vague, and inadequate. The titanic civilizations of Egypt and Assyria are revealed most distinctly and emphatically in their art.

All the productions of the Greek mind bore a definite relation to each other. They are each part and parcel of a common intellectual, moral, and physical life. He whose knowledge of the Grecian mind is drawn from literature alone, will fail to grasp a well-rounded idea of its many-sided and all-embracing power. The molding influence of the Greek upon the Roman mind is nowhere so conspicuous as in the art-treasures with which the very soil of Rome is filled. The earlier Italian art indigenous to the Etruscan and Roman mind is peculiarly indicative of national character. The introduction of Greek art into Rome after the conquest of Sicily and Greece was both cause and consequence of the wonderful change in the Roman character in the later days of the republic. Greek sculpture changed the religion of Rome, as really as Greek philosophy changed its law when the speculations of the Porch and the Academy replaced the narrow and oppressive technicalities of the Twelve Tables. The gods of Homer and Hesiod were naturalized in Rome by the silent power of plastic art. The arch, and its modification in the dome—the great contribution of the Roman mind to architecture—furnish an index to the movement of Roman influence over the Christian world. This influence determined the distinctive features of Byzantine architecture in the East, and the Romanesque in the North and West. The stiff and angular drawing of the mediæval Greek mosaics, the growth of an age of superstition and decadence, repeats itself in the early religious painting of Italy and Germany, and shows the constant intercourse between the East and the West. The art-remains of the catacombs illustrate the early growth of Christianity, and give indications, by no means unworthy of attention, of doctrinal belief at the period of catacomb construction. The rise of modern Italian art under Giotto and his pupils marks the commencement of the intellectual and moral changes which led the way to modern civilization. All through the creative period of the Italian mind, literature, science, and art received their impulse from similar forces, and each illustrates and completes the conception of the other. Even Dante can not be adequately understood without reference to the art of his time, nor can Italian art since be understood in the largest sense without the study of Dante. "The Last Judgment" seems little else than a portion of the "Inferno," translated into outlines and colors. The semi-heathenism of the Renaissance is as clearly portrayed in art as in the speculations of the Neo-Platonic scholars who graced the symposia of the Medicean court. The architecture of the Middle Ages alone is sufficient to extirpate the vulgar prejudice which assumes that the European mind lay dormant from the downfall of the Roman empire till the revival of learning. There is no monument of human genius more impressive than Strasburg minster, or that vast truncated mountain of arches, buttresses, and spires which rises from the valley of the lower Rhine amid the bustle and traffic of Cologne. The "stone books" sculptured on the cathedral walls of Rheims and Chartres are a more significant type of the nascent social order of mediæval Europe than any of its monuments of literature. The inner life of the Hanse towns—those wonderful outgrowths of civic life, at once so concentrated and so expansive—is nowhere so clearly expressed as in those monumental town halls, whose towers and bells were alike the emblems of municipal sovereignty and the landmarks, amid feudal barbarism, of civil liberty and commercial life. Illustrations of the value of the instruction we advocate crowd upon the attention; but mention has been made of sufficient for our purpose.

ART-TRAINING ECONOMICAL AND FEASIBLE.

The question naturally arises, What will this cost, and how can the result be accomplished? We believe (and we speak from some experience) that useful instruction can be given with a very small collection of illustrations. One thousand dollars, judiciously expended, can be made to accomplish valuable results. Five thousand dollars would purchase a fair collection. Ten thousand dollars (a part expended at once and a part put at interest) would soon meet all the most pressing needs of an institution. Of course such a collection can be profitably enlarged in any direction and to any degree, in proportion to the provision made for it. But public benevolence is not likely to go astray in this direction.

Again, it may be asked, where shall we procure competent teachers? We answer that wherever an endowment for a collection and a lectureship shall be provided there will be no lack of men. If there shall be no fund to pay a special lecturer, there certainly ought to be found in every college faculty one or more capable of giving the very elementary instruction required. If a lecturer, profoundly learned in the subject of art, were endowed, the time for an elaborate and detailed course of lectures could not and ought not to be spared. In this, as in every thing else, we ought to aim at the practicable and possible, and learn not to despise the day of small things.

HOW CERTAIN SCIENCES WERE FIRST TAUGHT IN AN AMERICAN COLLEGE.

Benjamin Silliman began teaching mineralogy and geology with one small box of illustrative specimens, which he was hardly competent to classify. But it was a beginning out of which great things have grown. It is clear that some degree of art-culture is desirable and attainable, and that it may be accomplished by an outlay for illustrations and teaching capacity not beyond the reach of any well-organized institution of learning.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—*Statistics of the school systems of the States and Territories, showing the enroll-*
United States Bu-

	States and Territories.	Date of report.	School population.				Public schools.		
			Between the ages of—	Total number.	Sex.		Number enrolled.	Average attendance.	Average absence.
					Male.	Female.			
1	Alabama	1871	5–21	387, 057	.....	.....	141, 312	107, 666	33, 646
2	Arkansas	1871	5–21	182, 474	93, 958	88, 516	107, 908	.....	.....
3	California	1872	5–15	142, 409	73, 768	68, 641	80, 983	69, 645	11, 338
4	Connecticut	1872	4–16	123, 468	.....	.....	113, 588	79, 511	34, 077
5	Delaware	1870	5–21	47, 825	24, 152	23, 673	19, 018	.....	.....
6	Florida	1871	4–21	62, 869	.....	.....	14, 000	.....	.....
7	Georgia	1871	5–21	425, 000	.....	.....	39, 766	26, 773	12, 993
8	Illinois	1872	6–21	882, 693	.....	.....	662, 049	329, 799	332, 250
9	Indiana	1872	6–21	631, 549	325, 959	305, 590	459, 451	286, 301	173, 150
10	Iowa	1872	5–21	474, 350	243, 522	230, 828	349, 633	218, 131	131, 502
11	Kansas	1872	5–21	165, 982	85, 095	80, 887	106, 663	61, 538	45, 125
12	Kentucky	1871–2	6–20	416, 763	.....	.....	.....	120, 866	.....
13	Louisiana	1871	6–21	246, 290	125, 146	121, 144	91, 500	70, 000	21, 500
14	Maine	1872	4–21	226, 751	.....	.....	126, 311	97, 596	28, 715
15	Maryland	1871	5–20	276, 120	.....	.....	115, 683	56, 435	59, 248
16	Massachusetts	1872	5–15	282, 485	.....	.....	276, 602	205, 252	71, 350
17	Michigan	1872	5–20	405, 026	.....	.....	296, 356	180, 000	116, 356
18	Minnesota	1872	5–21	180, 020	92, 129	87, 891	120, 352	62, 046	58, 306
19	Mississippi (*c*)	1871	5–21	304, 762	.....	.....	111, 686	79, 937	31, 749
20	Missouri	1871	5–21	634, 443	.....	.....	330, 070	187, 024	143, 046
21	Nebraska	1872	5–21	51, 123	.....	.....	28, 786	.....	.....
22	Nevada	1872	6–18	4, 950	2, 529	2, 421	3, 372	2, 372	1, 000
23	New Hampshire	1872	4–21	77, 364	42, 600	34, 764	72, 762	49, 293	23, 469
24	New Jersey	1871	5–18	265, 958	.....	.....	169, 430	86, 812	82, 618
25	New York	1871	5–21	1, 502, 684	.....	.....	1, 028, 110	493, 648	534, 462
26	North Carolina	1872	6–21	332, 597	167, 354	165, 243	105, 680	.....	.....
27	Ohio	1872	5–21	1, 073, 274	547, 051	526, 223	708, 800	408, 538	300 262
28	Oregon	1872	4–20	36, 512	18, 724	17, 788	.....	15, 000	.....
29	Pennsylvania	1872	6–21	975, 753	.....	.....	834, 313	536, 221	298, 092
30	Rhode Island	1872	5–15	42, 000	.....	.....	27, 720	22, 176	5, 544
31	South Carolina	1872	6–16	209, 376	106, 269	103, 107	76, 322	.....	.....
32	Tennessee	1872	6–18	391, 068	.....	.....	.....	.....	.....
33	Texas	1872	6–18	191, 009	.....	.....	127, 672	81, 653	46, 019
34	Vermont	1872	5–20	84, 946	.....	.....	70, 904	.....	.....
35	Virginia	1872	5–21	*e*411, 104	211, 173	199, 931	168, 000	96, 000	72, 000
36	West Virginia	1871	6–21	166, 749	.....	.....	76, 599	51, 336	25, 263
37	Wisconsin	1871	4–20	420, 948	213, 891	207, 057	266, 014	.....	.....
38	Arizona	1872	6–21	1, 272	.....	.....	.....	262	.....
39	Colorado	1872	5–21	12, 286	6, 353	5, 833	7, 392	4, 262	3, 130
40	Dakota	1872	5–21	3, 946	2, 116	1, 830	1, 973	.....	.....
41	District of Columbia	1872	6–17	31, 671	14, 971	16, 700	15, 555	11, 613	3, 942
42	Idaho	1872	5–21	1, 878	982	896	1, 416	.....	.....
43	Montana	.....	.....	.....	.....	.....	.....	.....	.....
44	New Mexico	.....	.....	.....	.....	.....	.....	.....	.....
45	Utah	1871	4–16	28, 737	14, 434	14, 303	16, 992	12, 819	4, 173
46	Washington	1871	4–21	8, 306	.....	.....	3, 830	.....	.....
47	Wyoming	.....	.....	.....	.....	.....	.....	.....	.....
48	Indian Territory	.....	.....	.....	.....	.....	*g*5, 093	.....	.....

a Actual working school days.
b Private schools of all grades.
c Includes statistics of 52 out of 69 counties in the State.
d For the month of May.

ment, attendance, number, and duration of schools, &c.; from replies to inquiries by the Bureau of Education.

Public schools—Continued.		Number of pupils in private elementary schools.	Number of schools or school districts.	Average duration of school in months and days.	Number of teachers in public schools.			Average salary of teachers per month.		
Number not registered.	Average total absence.				Male.	Female.	Total.	Male.	Female.	
245,745	279,391	.....	3,321	3 months, 8½ days...	2,318	1,152	3,470	$42 50	$42 50	1
74,566	.....	.....	2,534	.....	1,901	401	2,302	.....	.....	2
61,426	72,764	12,991	1,378	6 months, 10 days ..	820	1,232	2,052	74 58	60 69	3
11,947	46,024	8,754	1,630	8 months, 12½ days..	699	2,194	2,893	66 56	32 69	4
28,807	.....	.....	402	5 months, 22 days...	.....	.....	.....	.....	.....	5
48,869	.....	.....	331	4⅔ months	.....	.....	331	30 00	30 00	6
385,234	308,227	26,778	1,291	2 months, 15 days...	620	268	888	55 54	38 37	7
220,644	552,894	34,784	11,231	6 months, 27 days ..	9,094	11,830	20,924	56 00	39 00	8
172,098	345,248	.....	9,100	5 months, 16 days...	7,430	4,816	12,246	.....	.....	9
124,717	256,219	9,588	8,563	6 months, 14 days...	5,888	9,305	15,193	36 04	29 32	10
59,319	104,444	.....	3,419	5.4 months.....	1,747	2,048	3,795	40 20	31 50	11
.....	.....	.....	5,381	.....	.....	.....	.....	.....	.....	12
154,790	176,290	.....	640	6 months, 10 days...	865	555	1,420	65 00	65 00	13
100,440	129,155	.....	4,171	106½ days (*a*).....	1,800	4,200	6,000	33 17	14 40	14
160,437	219,685	.....	1,509	9 2-11 months	1,020	1,249	2,269	45 83	45 83	15
5,883	77,233	*b*13,687	5,193	8 months, 28 days...	1,024	7,419	8,443	85 09	32 29	16
108,670	225,026	8,772	5,365	7½ months	3,032	8,610	11,642	49 25	26 75	17
59,668	117,974	5,000	2,933	6 months, 18 days...	1,656	3,056	4,712	37 39	24 57	18
193,076	224,825	6,403	3,450	5 months, 10 days...	2,256	399	2,655	58 90	58 90	19
304,373	447,419	.....	29,398	4½ months	.....	.....	8,816	35 00	35 00	20
22,337	.....	767	1,410	74 days	773	739	1,512	38 50	33 48	21
1,578	2,578	439	76	8 months, 10 days...	29	47	76	116 53	88 73	22
4,602	28,071	.....	2,452	4 months, 4½ days...	585	3,241	3,826	37 56	24 33	23
96,528	179,146	30,106	1,390	8 months, 18 days...	952	1,979	2,931	57 34	32 43	24
474,574	1,009,036	135,433	11,350	35 weeks, 1 day	6,481	21,773	28,254	.....	.....	25
226,917	.....	.....	.....	4 months	3,078	1,054	4,132	25 00	20 00	26
364,474	664,736	19,740	14,261	152 days.....	9,718	12,343	22,061	42 00	29 00	27
.....	.....	.....	659	18 weeks.....	.....	.....	.....	50 00	40 00	28
141,440	439,532	8,000	15,999	6 months	7,753	10,615	18,368	41 71	34 60	29
14,280	19,824	8,000	727	34 weeks, 2 days	177	579	756	39 72	39 72	30
133,054	.....	.....	1,919	6 months	1,363	822	2,185	35 00	35 00	31
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32
63,337	109,356	.....	*d*2,000	.....	.....	.....	2,233	.....	.....	33
14,042	.....	.....	2,503	6 months	671	3,544	4,215	.....	.....	34
243,104	315,104	10,182	3,552	5 months, 15 days...	2,545	1,281	3,826	30 32	28 21	35
90,150	115,413	.....	2,323	3 months, 25 days...	1,955	513	2,468	34 95	32 15	36
158,001	.....	17,267	5,031	7 months	2,885	6,283	9,168	.....	.....	37
.....	.....	100	.....	6 months	5	3	8	100 00	75 00	38
4,894	8,024	1,200	189	5 months, 14 days...	92	114	206	69 00	54 00	39
1,973	.....	350	83	3½ months	28	84	112	55 00	32 00	40
16,116	20,058	5,882	4	10 months	26	237	263	107 50	70 00	41
462	.....	60	35	5 months, 3 days....	26	34	60	162 50	162 50	42
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44
11,745	15,918	.....	268	6 months, 27 days...	197	161	358	.....	.....	45
4,486	.....	.....	222	Less than 6 months ..	.....	.....	170	*f*36 00	*f*30 00	46
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47
.....	.....	.....	*g*164	.....	.....	.....	.....	.....	.....	48

c Census, 1870.
f With board.
g From Report of Board of Indian Commissioners for 1872.

TABLE II.—*Statistics of school systems of the States and Territories, showing the income, expenditure, and permanent school-fund: from replies to inquiries by the United States Bureau of Education.*

States and Territories.	Date of report.	INCOME.						EXPENDITURE.		
								Permanent.		Current.
		From taxation.	Interest on permanent fund.	Revenue from other funds.	Proceeds of sales of lands.	From other sources.	Total.	Sites and buildings.	Libraries and apparatus.	Salaries of superintendents, &c.
Alabama	1871						$640,627 83			
Arkansas	1871	$221,011 07	$3,016 25	$334,952 13	$66,074 02		625,053 07			
California	1872	1,317,810 82	73,605 00		72,189 79	$212,151 60	1,675,757 21	$390,158 50	$30,455 76	
Connecticut	1872	1,052,545 87	173,635 37	9,627 23		267,809 15	1,503,617 62	370,369 73	7,458 97	$20,000 00
Delaware										
Florida	1871	70,284 07	59,146 50				129,430 57			
Georgia	1871	120,000 00	22,000 00			150,000 00	292,000 00			
Illinois	1872	6,192,942 00	665,738 00	294,333 00	40,862 00	306,257 00	7,500,122 00	888,824 06	55,203 00	
Indiana	1872	1,102,868 41	320,515 45		17,742 03	149,710 26	1,590,818 15	561,813 55		
Iowa	1872	4,010,591 32	232,387 47				4,242,978 79	1,182,300 26	25,500 34	
Kansas	1872	822,644 94	39,818 00	103,763 77	79,915 39	3,450 00	1,049,592 10	2,845,262 58	38,178 97	58,700 00
Kentucky	1871–2	766,950 92	132,036 50			69,189 38	[c]968,176 80			
Louisiana	1871	420,574 74		24,387 28		110,011 68	[d]554,973 70	13,027 02	1,356 53	
Maine	1872	493,532 00	18,778 00	14,408 00		341,865 00	868,583 00			24,139 00
Maryland	1871	1,061,386 78	58,816 89			111,418 42	1,231,622 09	[e]138,611 53		34,219 60
Massachusetts	1872	5,474,176 81	87,356 39	87,651 93		14,745 37	5,663,930 50	1,328,268 22		109,734 30
Michigan	1872	2,421,785 42	181,969 77			1,044,504 05	3,648,259 24	[b]625,663 28		
Minnesota	1872	631,459 31	162,264 00			160,459 65	954,182 96	[g]280,097 94		
Mississippi	1871	683,784 19				529,464 29	1,213,248 48	[b]191,296 10	40,271 07	35,072 70
Missouri	1871	1,001,750 00	685,824 00				1,687,573 00	862,030 00		
Nebraska	1872						537,680 39	141,309 91	2,491 99	
Nevada	1872	69,795 00	7,770 00			33,397 68	110,962 68	16,468 82	202 56	10,000 00
New Hampshire	1872	412,295 64		12,689 96		44,542 17	468,527 77			
New Jersey	1871	2,162,347 18				213,294 40	2,375,641 58	[g]597,400 20		
New York	1871	6,459,040 61			31,585 53	4,282,640 23	10,671,566 37	1,594,060 93	258,542 01	
North Carolina	1872	176,625 00			7,068 17	32,716 67	217,409 84			3,183 00
Ohio	1872	6,428,347 10	248,194 41	508,852 55		234,944 07	7,420,338 13	1,428,964 91		129,615 07
Oregon	1872	100,472 07	39,452 71				139,924 78			
Pennsylvania	1872	6,972,420 41				650,000 00	7,622,420 44	2,864,113 35		99,960 00
Rhode Island	1872	[k]399,578 75				97,327 67	496,906 42	90,216 93		10,910 00
South Carolina	1872	425,000 00					425,000 00	11,505 50		
Tennessee										
Texas	1872	1,217,101 48					1,217,101 48		16,000 00	32,003 62
Vermont	1872	415,432 72	116,678 50				532,111 22	85,724 99		7,646 35
Virginia	1872	315,428 10	30,000 00			[m]430,000 00	775,428 10	[n]151,560 62	[n]32,374 17	[n]43,247 39
West Virginia	1871	384,100 59	212,711 38			25,258 47	632,069 44	192,849 78	1,274 60	6,160 66

TABLE II.—*Statistics of school systems of the States and Territories, showing the income, expenditure, &c.*—Continued.

States and Territories.	Date of report.	Expenditure—Continued.							Amount of permanent school-fund.
		Current.						Total.	
		Salaries of teachers.	Fuel, light, &c.	Rent.	Repairs.	Stationery and school-books.	Miscellaneous.		
Alabama	1871							$560,000 00	$2,495,210 75
Arkansas	1871	$405,748 37						405,748 37	*a*35,192 49
California	1872	1,103,125 14					$204,094 19	1,727,833 59	1,250,000 00
Connecticut	1872	833,759 96	98,238 44		$70,005 64		97,148 21	1,496,980 95	2,048,375 62
Delaware									
Florida	1871								311,740 43
Georgia	1871								350,000 00
Illinois	1872	4,339,256 31		$18,515 73	427,728 58		1,751,362 00	7,480,390 00	6,382,248 00
Indiana	1872	2,183,601 32	814,483 68					3,559,898 85	8,395,135 07
Iowa	1872	2,115,750 16	197,993 11	12,753 39	206,669 30		304,441 47	4,045,408 03	3,191,483 01
Kansas	1872	596,611 94		*b*58,886 08				714,198 02	745,212 34
Kentucky	1871–2							941,304 03	1,350,491 71
Louisiana	1871	448,023 78		35,653 20	2,940 47		30,833 25	531,834 25	*d*1,193,560 00
Maine	1872	748,298 00					76,841 00	849,278 00	312,975 00
Maryland	1871	874,380 62				$90,591 82	76,926 35	1,214,729 92	315,370 01
Massachusetts	1872				402,528 40			5,663,930 50	*f*1,361,173 61
Michigan	1872	1,648,228 19					746,034 16	3,019,925 63	3,540,998 88
Minnesota	1872	547,948 09					161,990 05	990,936 08	2,780,559 35
Mississippi	1871	624,233 44		25,601 18		14,481 16		*h*869,766 07	1,950,000 00
Missouri	1871	887,019 00						1,749,049 00	4,689,423 00
Nebraska	1872	195,894 17		195 05	8,431 27			534,095 97	
Nevada	1872	60,397 44			300 00	100 00	11,000 00	98,468 82	104,000 00
New Hampshire	1872							468,527 77	None.
New Jersey	1871							2,375,641 58	550,783 50
New York	1871	6,653,093 05	1,028,975 23					9,607,903 81	2,978,576 52
North Carolina	1872	171,000 00							1,959,380 00
Ohio	1872	4,219,563 04					1,039,245 18	6,817,358 20	*i*3,912,497 00
Oregon	1872	120,000 00	4,000 00		3,527 66				500,000 00
Pennsylvania	1872	4,104,273 53	1,264,685 90					8,333,032 78	
Rhode Island	1872	300,000 00	59,414 91					465,623 62	260,509 31
South Carolina	1872	268,091 76		2,854 13				282,451 39	
Tennessee									3,269,696 00
Texas	1872	1,017,147 03		64,866 25			18,433 61	1,222,221 24	*l*5,383,198 00
Vermont	1872	397,166 02	37,665 81		22,571 82		24,499 83	575,274 82	
Virginia	1872	*n*628,402 52					67,671 44	923,256 14	1,546,069 05
West Virginia	1871	328,342 22		3,794 35	9,774 41		35,509 69	577,718 72	229,300 00
Wisconsin	1871	1,294,010 59					326,780 21	1,932,539 24	2,389,468 28

TABLE II.—*Statistics of school systems of the States and Territories, showing the income, expenditure, &c.*—Continued.

States and Territories.	Date of report.	INCOME.						EXPENDITURE.		
		From taxation.	Interest on permanent fund.	Revenue from other funds.	Proceeds of sales of lands.	From other sources.	Total.	Permanent.		Current.
								Sites and buildings.	Libraries and apparatus.	Salaries of superintendents, &c.
Wisconsin	1871	$1,550,438 80				$754,943 46	$2,305,382 26	*g*$305,198 79	$6,549 65	
Arizona	1872	4,942 14				907 00	5,849 14	500 00		
Colorado	1872	105,274 00				90,000 00	195,274 00	95,000 00	6,700 00	$10,000 00
Dakota	1872	31,543 00				2,660 00	34,203 00	5,462 00	200 00	560 00
District of Columbia	1872	352,241 43				3,398 64	355,640 07	190,613 94		5,300 00
Idaho	1872	13,179 59		$3,529 51		5,788 51	22,497 61			1,850 00
Montana										
New Mexico										
Utah	1871									
Washington	1871	28,088 00						32,907 70		
Wyoming							28,088 00			
Indian										

REMARK.—It will be noticed that a few of the States do not give the total expenditure for the year. It is probable that the expenditure varied little from the total income for school purposes.

a For the year 1870. Outstanding claims, $750,000.
b Including repairs.
c School-bonds not included.
d For the year 1870.
e Including repairs and furniture.
f Not including State-fund of $2,233,350.
g Including rent and repairs.
h Including miscellaneous expenses.

TABLE II.—*Statistics of school systems of the States and Territories, showing the income, expenditure, &c.*—Continued.

States and Territories.	Date of report.	EXPENDITURE—Continued.							Amount of permanent school-fund.
		Current.						Total.	
		Salaries of teachers.	Fuel, light, &c.	Rent.	Repairs.	Stationery and school-books.	Miscellaneous.		
Arizona	1872	$3,401 17	.....	$507 00	$717 56	$403 29	.....	$5,529 02	.....
Colorado	1872	68,000 00	$5,000 00	3,000 00	2,000 00	2,600 00	.....	191,700 00	.....
Dakota	1872	16,525 00	3,075 00	260 00	5,461 00	2,660 00	.....	34,203 00	.....
District of Columbia	1872	180,654 00	.....	.....	.....	.....	$103,428 00	479,995 94	$64,385 00
Idaho	1872	14,715 00	.....	.....	109 35	.....	2,395 21	*o*17,219 56	.....
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	1871	78,561 53	.....	.....	.....	.....	.....	.....	.....
Washington	1871	28,088 00	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian	.....	.....	.....	.....	.....	.....	.....	*p*127,408 92	.....

i For the year 1871.
k Including interest on permanent and other funds.
l Including value of 2,763,072 acres school-lands. Estimated value, one dollar per acre.
m Estimated.
n Five counties not included.
o Not including superintendent's salary.
p Report of Board of Indian Commissioners for 1872.

TABLE III.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education.*

CLASS A.—CONTAINING 10,000 INHABITANTS OR MORE.

PART 1.—Names of superintendents, the population, enrollment and attendance, and statistics of primary and grammar schools.

Number.	State.	Name of city.	Name of superintendent.	Population, census 1870.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Alabama	Mobile	E. R. Dickson	32,034	5-21	18,044	5,299	.....	.....	4,327	6	5½	40
2	Arkansas	Little Rock	J. R. Rightsell	12,380	5-21	4,959	1,650	80	120	994	5½	5	38
3	California	Oakland	F. M. Campbell	10,500	5-15	2,397	2,116	.....	178	1,775	5 & 6	4 & 5	46
4	....do	Sacramento	S. C. Denson	16,283	5-15	3,389	2,526	.....	.....	1,643	.....	.....	40
5	....do	San Francisco	J. H. Widber	149,473	6-21	a31,396	25,540	.....	.....	19,526	6	5	44
6	....do	Stockton	George S. Ladd	10,066	5-15	2,016	1,540	.....	219	1,526	4 & 6	4 & 6	40
7	Connecticut	Hartford	C. R. Fisher, acting visitor	37,180	4-16	9,128	5,787	.....	.....	.....	5	5	40
8	... do	New Haven	Ariel Parish	50,840	4-16	11,873	8,771	400	211	7,101	5	5	40
9	....do	Norwich	James Greenwood (c)	16,653	4-16	4,558	3,323	506	19	2,314	7½	5½ & 6	40 & 42
10	Delaware	Wilmington	David W. Harlan	30,841	6-21	.....	5,607	.....	72	3,465	5½	5½	43
11	Dist. of Columbia	Georgetown†	J. Ormond Wilson	11,384	6-17	2,086	596	.....	12	457	6	5	42
12	....do	Washington‡	.....do	109,199	6-17	17,403	8,764	.....	190	6,734	6	5	42
13	Georgia	Atlanta	B. Mallon	21,789	6-18	6,484	2,842	.....	103	2,442	5½	5	41
14	....do	Augusta*	B. Neely	15,389	6-21	5,439	3,500	.....	.....	2,682	.....	.....	.....
15	....do	Savannah	W. H. Baker	28,235	6-18	.....	2,500	.....	.....	2,000	5	.....	40
16	Illinois	Aurora	W. B. Powell	11,162	6-21	4,285	2,684	.....	.....	1,947	6	.....	40
17	....do	Bloomington	Samuel D. Gaylord	14,590	6-21	4,173	3,033	.....	.....	2,252	7	5½	36
18	....do	Chicago	J. L. Pickard	298,977	6-21	88,219	38,035	.....	.....	24,539	7½	6	40
19	....do	Galesburgh	J. B. Roberts	10,158	6-21	3,572	2,154	.....	31	1,475	6	5	.....
20	....do	Peoria	J. E. Dow	22,849	6-21	6,996	3,189	.....	.....	2,106	7	5½	40
21	....do	Quincy	T. W. Macfall	24,052	6-21	.....	3,171	.....	50	2,264	.....	6	40
22	....do	Rockford	James H. Blodgett (d)	11,049	6-21	3,889	2,800	.....	100	2,000	6½	5½	40
23	....do	Springfield*	James C. Bennett	17,364	6-21	.....	2,637	.....	.....	1,750	.....	.....	.....
24	Indiana	Evansville	Alex. M. Gow	21,830	6-21	10,985	4,583	.....	172	3,108	6	6	40
25	....do	Fort Wayne	James H. Smart	17,718	6-21	8,639	2,830	.....	244	2,314	7½	6	41
26	....do	Indianapolis	A. C. Shortridge	48,244	6-21	15,680	6,355	.....	.....	5,847	7	5	40
27	....do	La Fayette*	J. T. Merrill	13,506	6-21	5,380	2,532	.....	.....	2,100	.....	.....	.....
28	... do	Madison	Charles E. Emmerick	10,709	6-21	4,590	.....	.....	176	2,855	6	5½	40
29	....do	New Albany*	George Lyman, secretary board of education.	15,396	6-21	7,031	2,898	.....	.....	2,662	.....	.....	.....

TABLE III.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education.*

CLASS A.—CONTAINING 10,000 INHABITANTS OR MORE.

PART 1.—Names of superintendents, the population, enrollment and attendance, and statistics of primary and grammar schools.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
					Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	Alabama	Mobile	E. R. Dickson	16	8	46	54	1,288	1,736	3,024	4	8	13	21	475	575	1,050
2	Arkansas	Little Rock	J. R. Rightsell	....	....	17	17	660	700	1,360	....	3	1	4	100	140	240
3	California	Oakland	F. M. Campbell	6	1	24	25	596	589	1,185	3	3	11	14	222	290	512
4	....do	Sacramento	S. C. Denson	13	....	26	26	.....	.....	1,965	1	1	11	12	247	293	540
5	....do	San Francisco	J. H. Widber	35	.....	.....	295	.....	.....	14,060	12	.....	.....	128	.....	.....	4,276
6	....do	Stockton	George S. Ladd	24	2	14	16	.....	.....	.....	.....	5	2	7	.....	.....	.....
7	Connecticut	Hartford	C. R. Fisher, acting visitor	.....	.....	.....	.....	.....	.....	.....	*b*10	.....	.....	101	.....	.....	.....
8	... do	New Haven	Ariel Parish	.....	2	137	139	3,203	2,850	6,053	8	7	27	34	362	481	843
9	....do	Norwich	James Greenwood (*c*)	37	3	42	45	687	772	1,459	9	5	19	24	361	353	714
10	Delaware	Wilmington	David W. Harlan	12	.....	62	62	.....	.....	2,883	2	1	15	16	.....	.....	582
11	Dist. of Columbia	Georgetown‡	J. Ormond Wilson	6	.....	6	6	149	164	313	4	1	3	4	64	80	144
12	....do	Washington‡	.....do	98	.....	98	98	2,495	2,547	5,042	32	6	26	32	818	874	1,692
13	Georgia	Atlanta	B. Mallon	9	.....	25	25	684	787	1,471	9	3	19	22	887	893	1,780
14	....do	Augusta*	B. Neely	17	2	7	9	643	595	1,238	7	6	1	7	396	381	777
15	....do	Savannah	W. H. Baker	14	2	22	24	550	670	1,220	6	4	6	10	224	216	440
16	Illinois	Aurora	W. B. Powell	6	1	16	17	402	458	860	3	1	17	18	489	507	996
17	....do	Bloomington	Samuel D. Gaylord	34	.....	34	34	941	1,242	2,183	5	.....	12	12	240	290	530
18	....do	Chicago	J. L. Pickard	11	.....	123	123	.....	.....	6,192	19	18	314	332	.....	.....	17,773
19	....do	Galesburgh	J. B. Roberts	23	.....	23	23	900	923	1,823	2	1	1	2	111	123	234
20	....do	Peoria	J. E. Dow	8	.....	38	38	.....	.....	.....	.....	4	12	16	.....	.....	.....
21	....do	Quincy	T. W. Macfall	9	.....	35	35	1,039	931	1,970	2	....	4	4	79	82	161
22	....do	Rockford	James H. Blodgett (*d*)	34	.....	34	34	715	775	1,490	6	1	7	8	125	225	350
23	....do	Springfield*	James C. Bennett	*e*5	4	36	40	.....	.....	1,616	.....	.....	.....	.....	.....	.....	.....
24	Indiana	Evansville	Alex. M. Gow	40	2	54	56	2,021	1,737	3,758	8	2	6	8	345	334	679
25	....do	Fort Wayne	James H. Smart	32	3	35	38	1,145	1,271	1,416	3	....	9	9	146	168	314
26	....do	Indianapolis	A. C. Shortridge	66	.....	66	66	1,945	2,213	4,158	*f*41	4	37	41	1,038	1,1.9	2,197
27	....do	La Fayette*	J. T. Merrill	25	2	23	25	604	611	1,215	8	....	8	8	196	203	399
28	....do	Madison	Charles E. Emmerick	6	.....	28	28	845	886	1,731	.....	.....	.....	.....	.....	.....	.....
29	....do	New Albany*	George Lyman, secretary board of education.	42	4	38	42	.....	.....	1,406	3	3	.....	3	80	90	150

TABLE III.—CLASS A.—PART 1.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Population, census 1870.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
30	Indiana	Terre Haute	William H. Wiley	16,103	6-21	6,080	3,198	.....	90	2,212	6	5½	40
31	Iowa	Burlington	William M. Bryant	14,930	5-21	5,039	1,981	203	65	1,306	6	6	40
32	....do	Council Bluffs	A. Armstrong	10,020	5-21	2,250	1,600	300	40	1,169	6	5½	40
33	....do	Davenport*	W. E. Crosby	20,038	5-21	7,129	3,697	.....	.....	2,429	.....	.....	.....
34	....do	Des Moines	J. H. Thompson	12,035	5-21	2,534	1,152	.....	.....	1,018	7½	6	38
35	....do	Dubuque	Thomas Hardie, secretary school-board.	18,434	5-21	7,433	2,685	110	75	2,117	7½	6	40
36	....do	Keokuk*	W. W. Jamison	12,766	5-21	4,816	2,169	.....	.....	1,650	.....	.....	.....
37	Kansas	Leavenworth	Philo J. Williams	17,873	5-21	5,931	3,728	17	96	1,829	5½	.....	40
38	Kentucky	Covington*	Dr. J. W. Hall	24,505	6-20	7,700	3,246	.....	.....	2,054	.....	.....	.....
39	....do	Louisville*	George H. Tingley, jr.	100,753	6-20	39,168	14,574	.....	.....	10,174	.....	.....	.....
40	....do	Newport	William H. Jones	15,087	6-20	5,897	2,100	.....	17	1,490	6	6	42
41	Louisiana	New Orleans*	J. B. Carter	191,418	6-21	99,893	20,000	.....	.....	11,616	.....	.....	.....
42	Maine	Bangor	C. P. Roberts	18,289	4-21	5,293	3,323	.....	.....	2,664	6	6	37
43	....do	Biddeford	J. D. Emerson	10,282	4-21	3,800	1,633	280	50	.....	.....	6	40
44	....do	Lewiston	Thomas Tash	13,600	4-21	5,000	2,303	275	100	2,000	8	6	40
45	....do	Portland	J. H. Coffin, secretary of school-committee.	31,413	4-21	11,055	5,438	236	275	3,961	.....	6	40
46	Maryland	Baltimore	William R. Creery	267,354	6-21	75,000	24,870	.....	450	21,028	5½	5	42
47	Massachusetts	Boston	John D. Philbrick	250,526	5-15	46,144	44,074	2,269	*j*2,327	36,454	5	5	42
48	....do	Cambridge	E. B. Hale	39,634	5-15	8,260	7,156	854	267	*k*6,390	5	5	40
49	....do	Charlestown	Benjamin F. Tweed	28,323	5-15	6,810	6,047	.....	.....	5,068	.....	5	40
50	....do	Chelsea	Tracy P. Cheever, chairman committee on high school.	18,547	5-15	3,179	3,076	173	158	2,695	8	6	42
51	....do	Fall River	William Connell, jr.	26,766	5-15	6,894	5,878	495	105	3,819	8	6	43
52	....do	Haverhill*	B. A. Sawyer	13,092	5-15	2,166	2,319	.....	.....	2,111	.....	.....	.....
53	....do	Lawrence	Gilbert E Hood	28,921	5-15	4,847	4,575	50	175	3,034	.....	5	40
54	....do	Lowell	Charles Morrill	40,928	5-15	6,299	6,788	.....	.....	4,469	*l*7 & 8½	*l*6 & 5	42
55	....do	Lynn	Jacob Batchelder, chairman school-board.	28,233	5-15	6,414	4,349	.....	.....	3,747	6	5½	42
56	....do	New Bedford	Henry F. Harrington	21,320	5-15	3,970	3,092	286	125	2,865	7	5	41
57	....do	Newburyport	Isaac P. Noyes, secretary school-board.	12,595	5-15	2,540	2,023	.....	180	1,568	6	5½	43

TABLE III.—CLASS A.—PART 1.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
					Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
30	Indiana	Terre Haute	William H. Wiley	29	3	29	32	.....	.....	1,547	15	6	12	18	.....	.....	576
31	Iowa	Burlington	William M. Bryant	*g*9	7	23	30	570	600	1,170	.....	.....	.....	.....	.....	.....	.....
32	....do	Council Bluffs	A. Armstrong	7	.....	7	7	215	224	439	.....	2	4	6	130	163	293
33	....do	Davenport*	W. E. Crosby	9	1	49	50	1,030	969	1,999	5	9	6	15	111	119	230
34	....do	Des Moines	J. H. Thompson	4	.....	4	4	.....	.....	257	3	.....	3	3	.....	.....	139
35	....do	Dubuque	Thomas Hardie, secretary school-board.	8	.....	24	24	522	541	1,063	7	6	30	36	443	524	967
36	....do	Keokuk*	W. W. Jamison	23	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....
37	Kansas	Leavenworth	Philo J. Williams	24	1	23	24	1,352	1,379	2,737	9	1	8	9	480	478	958
38	Kentucky	Covington*	Dr. J. W. Hall	31	.....	31	31	.....	.....	.....	12	3	9	12	.....	.....	.....
39	....do	Louisville*	George H. Tingley, jr.	19	31	230	261	.....	.....	9,809	.....	.....	.....	.....	.....	.....	.....
40	....do	Newport	William H. Jones	28	1	27	28	.....	.....	1,367	*f*2	.....	2	2	.....	.....	82
41	Louisiana	New Orleans*	J. B. Carter	*h*25	.....	.....	.....	.....	.....	.....	38	.....	.....	.....	.....	.....	.....
42	Maine	Bangor	C. P. Roberts	43	.....	49	49	.....	.....	2,458	9	2	13	15	.....	.....	796
43	....do	Biddeford	J. D. Emerson	16	.....	16	16	400	400	800	2	2	2	4	85	85	170
44	....do	Lewiston	Thomas Tash	26	.....	26	26	.....	.....	.....	1	1	8	9	.....	.....	.....
45	....do	Portland	J. H. Coffin, secretary of school-committee.	13	1	57	58	1,704	1,107	2,811	7	4	25	29	626	483	1,109
46	Maryland	Baltimore	William R. Creery	69	7	312	319	5,985	6,149	12,134	39	28	179	207	3,935	4,452	8,387
47	Massachusetts	Boston	John D. Philbrick	335	1	335	336	7,828	6,371	14,199	37	69	416	485	10,478	9,436	19,914
48	....do	Cambridge	E. B. Hale	19	.....	72	72	.....	.....	3,225	7	7	72	79	.....	.....	2,855
49	....do	Charlestown	Benjamin F. Tweed	.....	.....	42	42	.....	.....	1,885	5	10	56	66	.....	.....	2,826
50	....do	Chelsea	Tracy P. Cheever, chairman committee on high school.	8	.....	23	23	632	716	1,348	3	2	33	35	793	762	1,525
51	....do	Fall River	William Connell, jr.	29	.....	39	39	894	883	1,777	*h*29	4	40	44	958	934	1,892
52	....do	Haverhill*	B. A. Sawyer	21	.....	21	21	421	396	817	25	2	24	26	578	602	1,180
53	....do	Lawrence	Gilbert E. Hood	34	.....	55	55	936	873	1,809	21	4	21	25	490	560	1,050
54	....do	Lowell	Charles Morrill	54	.....	54	54	1,142	915	2,057	8	8	45	53	1,003	880	1,883
55	....do	Lynn	Jacob Batchelder, chairman school-board.	46	.....	46	46	.....	.....	2,316	7	4	41	45	.....	.....	1,889
56	....do	New Bedford	Henry F. Harrington	10	.....	35	35	634	690	1,324	3	3	27	30	518	562	1,080
57	....do	Newburyport	Isaac P. Noyes, secretary school-board.	16	.....	24	24	.....	.....	.....	9	3	16	19	.....	.....	.....

TABLE III.—CLASS A.—PART 1.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Population, census 1870.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
58	Massachusetts	Salem	Henry M. Meek, secretary school-board.	24, 117	5–15	5, 420	3, 178	212	108	2, 647	5	5	42
59	....do	Springfield	E. A. Hubbard	26, 703	5–15	4, 167	4, 500	.....	.....	3, 403	6	5	40
60	....do	Taunton	W. W. Waterman, M. D	18, 629	5–15	3, 427	3, 752	.....	.....	2, 663	5 & 6	.....	40
61	....do	Worcester	A. P. Marble	41, 105	5–15	8, 432	7, 231	950	250	6, 334	.....	*l*5 & 6	41
62	Michigan	Detroit	Duane Doty	79, 577	5–20	30, 230	13, 000	.....	500	8, 069	$5\frac{5}{6}$	$5\frac{3}{4}$	40
63	....do	East Saginaw	H. S. Tarbell	11, 350	5–20	3, 594	2, 488	285	37	1, 482	5	5	40
64	....do	Grand Rapids	A. J. Daniels	16, 507	5–20	5, 908	3, 805	136	124	2, 060	.....	$5\frac{1}{2}$	40
65	....do	Jackson	John L. Mitchell, city director	11, 447	5–20	3, 250	2, 500	100	630	2, 000	6	$5\frac{1}{2}$	40
66	Minnesota	Minneapolis	O. V. Tousley	13, 066	6–21	4, 500	1, 829	.....	200	1, 600	6	$4\frac{1}{2}$	40
67	....do	Saint Paul	George M. Gage	20, 030	5–21	9, 500	4, 000	700	200	3, 300	$6\frac{1}{2}$	5	40
68	Missouri	Hannibal	I. F. Hamilton	10, 125	5–21	4, 017	1, 804	77	67	1, 035	7	6	40
69	....do	Kansas City	John R. Phillips	32, 260	5–21	6, 198	4, 078	208	52	2, 319	6	6	40
70	....do	Saint Joseph	Ed. B. Neely	19, 565	5–21	6, 017	2, 574	102	200	1, 597	7	$5\frac{1}{2}$	40
71	....do	Saint Louis	W. T. Harris	310, 864	6–21	109, 000	42, 153	800	3, 715	46, 668	$6\frac{2}{3}$	$5\frac{1}{2}$	40
72	Nebraska	Omaha	A. F. Nightingale	16, 083	5–21	3, 000	1, 700	200	100	1, 500	7	6	40
73	New Hampshire	Concord	William M. Chase, secretary school board.	12, 241	6–16	.....	1, 833	.....	.....	1, 295	.....	6	38
74	....do	Manchester	Joseph G. Edgerly	23, 536	5–21	.....	3, 200	250	150	2, 100	.....	6	40
75	....do	Nashua*	J. W. Allard	10, 543	4–21	2, 500	1, 975	.....	.....	1, 405	.....	.....	.....
76	New Jersey	Camden	William Fewsmith	20, 045	5–18	*m*7, 374	4, 588	.....	55	2, 905	5	$4\frac{1}{2}$	42
77	....do	Hoboken*	L. M. Drew	20, 297	5–18	6, 037	3, 534	.....	.....	1, 870	.....	.....	.....
78	....do	Jersey City	William L. Dickinson	82, 546	5–18	30, 011	17, 318	.....	.....	7, 762	6	5	44
79	....do	Newark	George B. Sears	105, 059	5–18	29, 732	14, 427	.....	200	8, 187	$6\frac{1}{2}$	5	42
80	....do	New Brunswick	Henry B. Pierce	15, 058	5–18	4, 646	2, 083	100	5	1, 332	.....	5	42
81	....do	Paterson	Samuel C. Hosford	33, 579	5–18	10, 626	4, 858	402	42	3, 850	5	5	44
82	....do	Trenton	Cornelius Shepherd	22, 874	5–18	7, 000	2 750	.....	.....	1, 750	5	$4\frac{1}{2}$	40
83	New York	Albany*	J. O. Cole	69, 422	5–21	28, 898	10, 939	.....	.....	6, 179	.....	.....	.....
84	....do	Auburn	Benjamin B. Snow	17, 225	5–21	4, 982	2, 700	200	100	*n*1, 800	7	$5\frac{3}{4}$	40
85	....do	Binghamton	George S. Farnham	12, 692	5–21	3, 902	1, 960	50	300	1, 569	$7\frac{1}{2}$	6	42
86	....do	Brooklyn	John W. Bulkley	396, 099	5–21	137, 019	74, 462	.....	.....	39, 060	6	5	42
87	....do	Buffalo	J. N. Larned	117, 714	5–20	40, 000	20, 018	.....	.....	10, 533	$7\frac{1}{4}$	6	41

TABLE III.—CLASS A.—PART 1.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
					Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
58	Massachusetts	Salem	Henry M. Meek, secretary school-board.	10	.....	37	37	1,171	632	1,803	5	4	23	27	662	482	1,144
59	....do	Springfield	E. A. Hubbard	42	.....	50	50	.....	.....	1,443	6	5	49	54	.....	.....	1,800
60	....do	Taunton	W. W. Waterman, M. D.	29	.....	34	34	872	793	1,664	12	4	12	16	321	376	697
61	....do	Worcester	A. P. Marble	91	.....	92	92	2,227	1,927	4,152	32	5	33	38	590	625	1,215
62	Michigan	Detroit	Duane Doty	82	.....	82	82	2,491	2,510	5,001	78	3	86	89	1,402	1,416	2,818
63	....do	East Saginaw	H. S. Tarbell	22	.....	22	22	.....	.....	.....	*h*8	3	7	10	184	171	355
64	....do	Grand Rapids	A. J. Daniels	.....	1	46	47	900	900	1,800	2	3	3	6	65	75	140
65	....do	Jackson	John L. Mitchell, city director	7	.....	22	22	.....	.....	1,200	5	1	8	9	.....	.....	600
66	Minnesota	Minneapolis	O. V. Tousley	21	.....	21	21	380	410	790	14	3	11	14	480	453	933
67	....do	Saint Paul	George M. Gage	34	1	35	36	1,200	1,000	2,200	11	4	14	18	500	475	975
68	Missouri	Hannibal	I. F. Hamilton	.....	.....	15	15	.....	.....	746	.....	.....	8	8	.....	.....	260
69	....do	Kansas City	John R. Phillips	.....	3	39	42	1,014	986	2,000	....	6	2	8	126	131	257
70	....do	Saint Joseph	Ed. B. Neely	33	1	23	24	521	601	1,122	6	1	11	12	166	207	373
71	....do	Saint Louis	W. T. Harris	51	.....	316	316	9,580	9,594	19,174	20	26	211	237	2,740	2,933	5,673
72	Nebraska	Omaha	A. F. Nightingale	17	1	15	16	483	475	958	*h*12	5	10	15	352	331	683
73	New Hampshire	Concord	William M. Chase, secretary school board.	12	....	12	12	237	268	505	*h*11	....	14	14	327	316	643
74	....do	Manchester	Joseph G. Edgerly	43	.....	21	21	465	367	832	*h*14	6	27	33	507	575	1,082
75	....do	Nashua*	J. W. Allard	17	....	22	22	.....	.....	809	7	1	13	14	.....	.....	625
76	New Jersey	Camden	William Fewsmith	.....	1	46	47	1,069	1,140	*h*2,209	....	7	18	25	320	380	700
77	....do	Hoboken*	L. M. Drew	3	.....	20	20	511	611	1,122	3	4	21	25	294	334	628
78	....do	Jersey City	William L. Dickinson	16	.....	120	120	.....	.....	6,000	12	12	68	80	.....	.....	1,762
79	....do	Newark	George B. Sears	21	5	105	110	3,652	3,663	7,315	11	14	63	77	1,327	1,514	2,841
80	....do	New Brunswick	Henry B. Pierce	20	.....	20	20	480	433	913	.....	.....	9	9	170	191	361
81	....do	Paterson	Samuel C. Hosford	10	2	58	60	1,311	1,493	2,804	6	4	18	22	342	171	513
82	....do	Trenton	Cornelius Shepherd	32	.....	32	32	736	864	1,600	9	6	3	9	200	250	450
83	New York	Albany*	J. O. Cole	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84	....do	Auburn	Benjamin B. Snow	3	.....	5	5	136	113	249	5	1	34	35	730	675	1,405
85	....do	Binghamton	George S. Farnham	7	.....	24	24	449	449	898	6	3	11	14	256	276	532
86	....do	Brooklyn	John W. Bulkley	11	.....	.....	.....	.....	.....	.....	*g*44	.....	.....	.....	.....	.....	.....
87	....do	Buffalo	J. N. Larned	6	.....	43	43	.....	.....	.....	*g*41	26	262	288	.....	.....	10,533

TABLE III.—CLASS A.—PART 1.—*School statistics of cities for* 1872 *; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Population, census 1870.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
88	New York	Cohoes†	M. Hubbard, president board of education.	15,357	5-21	8,259	3,479	.....	.....	.....	.....	.....	.....
89	....do	Elmira†	H. H. Rockwell, secretary board of education.	15,863	5-21	4,912	2,828	.....	.....	.....	.....	.....	.....
90	....do	Lockport	James Ferguson	12,426	5-21	4,063	3,172	146	244	1,537	6	6	41
91	....do	Newburgh	H. A. Jones	17,014	5-21	5,496	3,239	247	121	1,646	6	6	40
92	....do	New York	Henry Kiddle	942,292	4-21	200,098	107,419	15,950	1,227	.....	6	5	42
93	....do	Ogdensburgh†	R. B. Lowry	10,076	5-21	3,603	2,247	.....	.....	.....	.....	.....	.....
94	....do	Oswego	B. C. Douglass	20,910	5-21	8,603	4,837	.....	.....	3,264	5 & 6	5 & 6	40
95	....do	Poughkeepsie	Richard Brittain, clerk school board	20,080	5-21	6,375	2,918	.....	.....	1,671	.....	5½	41
96	....do	Rochester	S. A. Ellis	62,386	5-21	29,221	10,128	864	167	6,088	6	5	40
97	....do	Rome	O. C. Harrington	11,000	5-21	2,803	1,917	129	98	969	7½	6	40
98	....do	Schenectady	S. B. Howe	11,026	5-21	4,498	2,011	.....	100	1,376	7	5	42
99	....do	Syracuse	Edward Smith	43,051	5-51	15,808	7,910	.....	.....	5,417	7	5½	40
100	....do	Troy	David Beattie	46,465	5-21	17,200	n6,372	518	31	5,177	6	6	42
101	....do	Utica	Andrew McMillan	28,804	6-21	.....	5,362	.....	130	.....	7	5	40
102	Ohio	Akron	Samuel Findley	10,006	6-21	4,785	1,812	.....	131	1,375	7	5	40
103	....do	Cincinnati	John Hancock	216,239	5-21	120,578	29,409	.....	621	n20,048	7½	6	42
104	....do	Cleveland	Andrew J. Rickoff	92,829	6-21	34,544	13,557	.....	140	8,582	.....	5	40
105	....do	Columbus	R. W. Stevenson	31,274	5-21	10,117	5,478	.....	236	3,959	5	4⅔	40
106	....do	Dayton	Warren Higby	30,473	5-21	14,824	5,715	.....	274	3,602	8	6	41
107	....do	Hamilton	Alston Ellis	11,081	6-21	5,534	1,680	.....	60	1,200	6	6	40
108	....do	Portsmouth	J. F. Lukens	10,592	5-21	4,112	1,604	.....	93	1,367	7½	6	40
109	....do	Sandusky	U. T. Curran	13,000	6-21	5,580	2,145	.....	79	.....	6	6	40
110	....do	Springfield	C. H. Evans	12,652	6-21	4,140	2,067	2	94	1,415	6	6	40
111	....do	Toledo	D. F. De Wolf	31,584	6-21	.....	6,572	.....	274	4,671	7½	5½	40
112	....do	Zanesville	Alva T. Wiles	10,011	6-21	3,682	2,200	.....	92	1,698	6	6	40
113	Pennsylvania	Allegheny*	A. T. Donthell, county sup't	53,180	6-21	12,978	9,749	.....	.....	6,442	.....	.....	.....
114	....do	Allentown	R. K. Buehrle	13,884	6-21	.....	3,247	.....	.....	1,894	6	6	43
115	....do	Altoona*	John Miller	10,610	6-21	2,292	1,950	.....	.....	1,400	.....	.....	.....
116	....do	Erie	H. S. Jones	19,646	6-21	.....	3,500	.....	300	2,064	5 & 6	.....	40
117	....do	Harrisburgh	D. S. Burns	23,104	6-21	.....	4,377	.....	33	2,339	8	6	42
118	....do	Norristown	Joseph K. Gatwals, borough sup't.	10,753	6-21	3,600	2,127	.....	72	1,265	6	5½	44

TABLE III.—CLASS A.—PART 1.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
					Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
88	New York	Cohoes†	M. Hubbard, president board of education.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	....do	Elmira†	H. H. Rockwell, secretary board of education.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	....do	Lockport	James Ferguson	6	.....	26	26	578	511	1,089	1	.....	6	6	122	150	272
91	....do	Newburgh	H. A. Jones	6	.....	25	25	.....	.....	1,087	5	5	9	14	.....	.....	375
92	....do	New York	Henry Kiddle	94	.....	1,207	1,207	32,094	30,326	62,420	89	188	811	999	18,502	16,707	35,209
93	....do	Ogdensburgh†	R. B. Lowry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	....do	Oswego	B. C. Douglass	11	.....	32	32	1,123	1,059	2,182	9	2	38	40	1,133	1,055	2,188
95	....do	Poughkeepsie	Richard Brittain, clerk school board	11	.....	28	28	.....	.....	1,301	2	.....	6	6	.....	.....	175
96	....do	Rochester	S. A. Ellis	7	.....	36	36	659	582	1,241	12	10	96	106	3,379	5,508	8,887
97	....do	Rome	O. C. Harrington	5	.....	15	15	428	350	778	1	1	3	4	32	64	96
98	....do	Schenectady	S. B. Howe	12	.....	12	12	333	340	673	10	.....	13	13	300	303	603
99	....do	Syracuse	Edward Smith	*h*28	.....	140	140	.....	.....	4,398	6	5	15	20	.....	.....	688
100	....do	Troy	David Beattie	28	3	93	96	2,745	2,946	5,691	6	11	25	36	472	1,032	1,504
101	....do	Utica	Andrew McMillan	14	.....	29	29	1,133	1,059	2,192	*f*13	.....	21	21	647	609	1,256
102	Ohio	Akron	Samuel Findley	16	.....	16	16	446	440	886	5	.....	10	10	198	214	412
103	....do	Cincinnati	John Hancock	*g*25	51	325	376	8,522	7,530	16,052	*f*4	29	55	84	1,718	1,524	3,242
104	....do	Cleveland	Andrew J. Rickoff	*o*16	9	180	189	4,248	4,083	8,331	.....	.....	.....	.....	.....	.....	.....
105	....do	Columbus	R. W. Stevenson	71	3	68	71	1,260	1,234	2,494	27	4	23	27	640	650	1,290
106	....do	Dayton	Warren Higby	.....	7	47	54	1,300	1,280	2,580	.....	3	25	28	405	431	836
107	....do	Hamilton	Alston Ellis	*o*4	8	18	26	518	632	1,150	.....	.....	.....	.....	.....	.....	.....
108	....do	Portsmouth	J. F. Lukens	21	.....	21	21	472	412	884	8	2	6	8	182	232	414
109	....do	Sandusky	U. T. Curran	19	2	22	24	.....	.....	.....	2	2	2	4	663	643	*t*1,306
110	....do	Springfield	C. H. Evans	5	.....	31	31	922	929	1,851	.....	4	2	6	70	80	150
111	....do	Toledo	D. F. De Wolf	*h*61	8	55	63	2,666	2,634	5,300	*h*17	3	25	28	512	584	1,096
112	....do	Zanesville	Alva T. Wiles	27	.....	27	27	.....	.....	1,163	11	.....	11	11	.....	.....	482
113	Pennsylvania	Allegheny*	A. T. Donthell, county sup't	29	.....	41	41	1,493	1,369	2,862	28	.....	.....	53	1,666	1,135	2,201
114	....do	Allentown	R. K. Buehrle	26	.....	26	26	1,035	1,008	2,033	23	12	11	23	610	484	1,094
115	....do	Altoona*	John Miller	19	2	23	25	580	635	1,215	4	4	.....	4	85	74	159
116	....do	Erie	H. S. Jones	30	.....	30	30	741	761	1,502	16	.....	.....	16	229	251	480
117	....do	Harrisburgh	D. S. Burns	34	10	39	49	829	858	1,687	15	8	11	19	307	262	569
118	....do	Norristown	Joseph K. Gatwals, borough sup't.	11	.....	11	11	588	605	1,193	8	.....	8	8	156	182	338

TABLE III.—CLASS A.—PART 1.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Population, census, 1870.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
119	Pennsylvania	Philadelphia	H. W. Halliwell, secretary school board.	674,022	6-21	.....	84,000	.....	.....	73,000	5½	.....	43
120	....do	Pittsburgh	George J. Luckey	86,076	6-21	.....	14,073	.....	200	7,683	7	5½	.....
121	....do	Reading	Thomas Severn	33,930	6-21	7,000	5,459	.....	200	4,320	6	6	41
122	....do	Williamsport	M. U. Norton	16,030	6-21	.....	2,500	.....	.....	2,050	5½ & 6	5 & 5½	32
123	....do	York	W. H. Shelley	11,003	6-21	2,000	1,909	.....	.....	1,643	6	6	35
124	Rhode Island	Newport	Augustus D. Small	12,521	5-15	2,581	1,363	*p*88	*j*135	1,376	6	6	40
125	....do	Providence	Daniel Leach	68,904	5-16	.....	9,072	.....	.....	8,000	6	5½	41
126	....do	Warwick	Ira O. Seamans, town sup't	10,453	4-21	3,936	1,740	236	28	1,184	6	6	40
127	....do	Woonsocket	Charles J. White	11,527	5-16	3,091	1,100	220	33	1,013	8	6	40
128	South Carolina	Charleston	E. Montague Grimké	48,956	6-16	12,727	3,970	.....	.....	.....	5	.....	40
129	Tennessee	Memphis*	H. C. Slaughter	40,226	6-20	9,909	5,005	.....	.....	2,509	.....	.....	.....
130	....do	Nashville	S. Y. Caldwell	25,865	6-18	6,782	3,558	.....	48	2,362	5	5	40
131	Texas	San Antonio	Gerhart Duveneck	12,256	6-18	.....	877	24	14	.....	6	6	39
132	Vermont	Burlington*	Rev. A. J. Willard	14,387	4-18	3,076	2,381	.....	.....	912	.....	.....	.....
133	Virginia	Alexandria	Richard L. Carne	13,570	5-21	4,208	983	10	30	546	6 & 7	5	44
134	....do	Norfolk	W. W. Lamb	19,229	5-21	6,182	1,559	.....	.....	852	6	5½	43
135	....do	Petersburgh	Sidney H. Owens (*r*)	18,950	5-21	6,272	2,226	.....	16	1,136	6	5½	40
136	....do	Portsmouth	James F. Crocker	10,492	5-21	3,348	1,295	.....	.....	736	6	5	40
137	... do	Richmond	J. H. Binford	51,038	5-21	18,083	4,662	350	283	3,600	6	5¼	30
138	West Virginia	Wheeling	F. S. Williams	19,280	6-21	7,934	3,892	.....	.....	2,590	7	6	42
139	Wisconsin	Fond du Lac	A. C. Barry	12,764	5-20	5,441	3,412	.....	.....	1,320	6	5½	40
140	....do	Milwaukee	F. C. Law	71,440	4-20	.....	11,200	*s*3,431	*s*451	7,350	7½	6	32
141	....do	Oshkosh	H. B. Dale	12,663	4-20	4,459	2,800	.....	.....	2,300	7½	6	40

* From last report.
† From the last report of the State superintendent.
‡ Not including colored schools.
a Between 5 and 15 years of age.
b Five graded and five ungraded schools.
c Chairman of school board of central district; Rev. H. P. Arms, chairman of board of education of Town Street district; John W. Crary, president of board of school visitors for nine school districts; E. S. Bishop, chairman of board of West Chelsea school district; George E. Cranston and A. F. Spalding, district visitors.
d Also principal of West High school.
e Estimated.
f Intermediate schools.
g District or graded schools.
h Including intermediate, middle, or secondary schools.

TABLE III.—CLASS A.—PART 1.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
					Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
119	Pennsylvania	Philadelphia	H. W. Halliwell, secretary school board.	*h*295	.....	.....	.....	30, 395	30, 477	60, 872	58	.....	.....	.....	6, 357	6, 870	13, 227
120	....do	Pittsburgh	George J. Luckey	.....	.....	151	151	3, 194	3, 103	6, 297	....	2	41	43	536	594	1, 130
121	....do	Reading	Thomas Severn	94	.....	94	94	1, 838	1, 832	3, 670	11	....	11	11	179	188	367
122	....do	Williamsport	M. U. Norton	19	.....	19	19	549	482	1, 031	25	8	17	25	417	555	972
123	....do	York	W. H. Shelley	*h*27	5	26	31	794	831	1, 625	2	1	1	2	61	54	115
124	Rhode Island	Newport	Augustus D. Small	13	.....	13	13	366	319	685	*h*16	2	14	16	346	398	744
125	....do	Providence	Daniel Leach	(*h*)	.....	152	152	.....	.....	.....	....	7	60	67	4, 022	5, 050	9, 072
126	... do	Warwick	Ira O. Seamans, town sup't	8	.....	8	8	188	175	363	8	5	3	8	95	110	205
127	....do	Woonsocket	Charles J. White	14	.....	16	16	417	384	801	3	3	1	4	95	78	173
128	South Carolina	Charleston	E. Montague Grimké	3	.....	30	30	527	655	1, 182	5	3	34	37	500	521	1, 021
129	Tennessee	Memphis	H. C. Slaughter	43	4	39	43	980	1, 075	2, 055	10	6	4	10	303	157	460
130	....do	Nashville	S. Y. Caldwell	21	2	37	39	878	827	1, 705	8	4	15	19	280	258	538
131	Texas	San Antonio	Gerhart Duveneck	*q*1	5	13	18	492	385	877	....	.....	.....	.....	.....	.....	.....
132	Vermont	Burlington*	Rev. A. J. Willard	15	.....	15	15	.....	.....	731	3	....	3	3	.....	.....	107
133	Virginia	Alexandria	Richard L. Carne	6	4	12	16	383	328	711	....	.....	.....	.....	.....	.....	.....
134	....do	Norfolk	W. W. Lamb	*o*6	4	20	24	438	414	852	....	.....	.....	.....	.....	.....	.....
135	....do	Petersburgh	Sidney H. Owens (*r*)	*o*7	1	21	22	517	491	1, 008	....	.....	.....	.....	.....	.....	.....
136	....do	Portsmouth	James F. Crocker	*q*5	4	9	13	800	495	1, 295	....	.....	.....	.....	.....	.....	.....
137	....do	Richmond	J. H. Binford	58	4	54	58	1, 100	1, 300	2, 400	28	6	22	28	500	700	1, 200
138	West Virginia	Wheeling	F. S. Williams	9	4	50	54	1, 186	1, 108	2, 294	7	6	8	14	151	145	296
139	Wisconsin	Fond du Lac	A. C. Barry	42	1	41	42	.....	.....	.....	4	1	3	4	.....	.....	.....
140	....do	Milwaukee	F. C. Law	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....
141	....do	Oshkosh	H. B. Dale	26	.....	12	12	410	430	840	4	2	7	9	175	200	375

i The State enumeration includes all between 4 and 21 years; the city ordinance excludes all below 5 years.
j The number over 15 years of age.
k Exclusive of evening and normal schools.
l For summer and winter schools.
m This enumeration includes all between 5 and 18 years; the school board excludes all below 6 years.
n Exclusive of evening schools.
o Includes grammar schools.
p The number under 5 years.
q Not graded but divided into three classes.
r Also principal of high school, with salary of $1.500.
s 3,431 are between 4 and 7 years; 451 between 15 and 20 years; and 7,318 between 7 and 15 years.
t Includes pupils in primary schools.

TABLE III.—*School statistics of cities for* 1872; *from replies to*

CLASS A.—CONTAINING 10,000 IN-

PART 2.—Statistics of high, evening, 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	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	Ala...	Mobile	3	2	4	6	97	156	253	....	....	....	....	.....	....	.....
2	Ark ..	Little Rock	2	....	....	....	18	32	50	....	....	....	....	.....	....	.....
3	Cal ...	Oakland	1	2	....	2	26	52	78	....	....	....	....	.....	....	.....
4	Cal ...	Sacramento	1	3	1	4	....	....	109	....	....	....	....	.....	....	.....
5	Cal ...	San Francisco	2	....	....	16	....	....	32	8	....	....	35	.....	....	870
6	Cal ...	Stockton	....	2	....	2	....	....	....	....	....	....	....	.....	....	.....
7	Conn .	Hartford	1	10	4	14	....	....	365	2	3	7	10	407	152	559
8	Conn .	New Haven	1	2	5	7	51	105	156	1	7	....	7	150	....	150
9	Conn .	Norwich	....	....	....	....	....	....	....	....	....	....	....	.....	....	.....
10	Del ...	Wilmington	....	....	....	....	....	....	....	4	4	11	15	.....	....	275
11	D. C ..	Georgetown	....	....	....	....	....	....	....	....	....	....	....	.....	....	.....
12	D. C ..	Washington	....	....	....	....	....	....	....	....	....	....	....	.....	....	.....
13	Ga....	Atlanta	2	4	4	8	124	171	295	....	....	....	....	.....	....	.....
14	Ga....	Augusta*	....	....	....	....	....	....	....	....	....	....	....	.....	....	.....
15	Ga....	Savannah	4	5	4	9	130	160	290	....	....	....	....	.....	....	.....
16	Ill	Aurora	2	2	2	4	27	64	91	....	....	....	....	.....	....	.....
17	Ill	Bloomington	1	2	5	7	120	200	320	....	....	....	....	.....	....	.....
18	Ill	Chicago	1	1?	10	20	....	....	512	....	....	....	....	.....	....	.....
19	Ill	Galesburgh	1	1	1	2	43	54	97	1	3	3	6	50	38	88
20	Ill	Peoria	1	1	3	4	50	65	115	1	2	1	3	94	10	104
21	Ill	Quincy	1	3	3	6	54	79	133	1	1	2	3	57	40	97
22	Ill	Rockford	2	3	3	6	52	108	160	....	....	....	....	.....	....	.....
23	Ill	Springfield*	1	1	3	4	....	....	134	....	....	....	....	.....	....	.....
24	Ind ...	Evansville	1	1	2	3	55	91	146	....	....	....	....	.....	....	.....
25	Ind ...	Fort Wayne	1	2	3	5	33	57	90	....	....	....	....	.....	....	.....
26	Ind ...	Indianapolis	1	4	4	8	97	155	252	8	3	5	8	270	22	292
27	Ind ...	La Fayette*	1	4	1	5	48	55	103	4	3	1	4	175	30	205
28	Ind ...	Madison	1	1	2	3	42	55	97	2	....	2	2	15	25	40
29	Ind ...	New Albany*	2	2	3	5	52	97	149	....	....	....	....	.....	....	.....
30	Ind ...	Terre Haute	1	2	2	4	38	51	89	....	....	....	....	.....	....	.....
31	Iowa..	Burlington	1	3	2	5	41	92	133	....	....	....	....	.....	....	.....
32	Iowa..	Council Bluffs	3	3	2	5	45	60	105	....	....	....	....	.....	....	.....
33	Iowa..	Davenport*	1	2	2	4	31	59	90	1	4	....	4	93	14	107
34	Iowa..	Des Moines	1	2	1	3	45	79	124	....	....	....	....	.....	....	.....
35	Iowa..	Dubuque	1	1	3	4	32	55	87	....	....	....	....	.....	....	.....
36	Iowa..	Keokuk*	1	....	....	....	....	....	....	....	....	....	....	.....	....	.....
37	Kans .	Leavenworth	1	....	4	4	25	14	39	....	....	....	....	.....	....	.....
38	Ky ...	Covington*	1	1	3	4	50	61	111	....	....	....	....	.....	....	.....
39	Ky ...	Louisville*	2	11	4	15	148	217	365	....	....	....	....	.....	....	.....
40	Ky ...	Newport	1	1	1	2	....	....	41	....	....	....	....	.....	....	.....
41	La	New Orleans*	4	....	....	....	....	....	....	....	....	....	....	.....	....	.....
42	Me ...	Bangor	1	1	4	5	100	52	152	....	....	....	....	.....	....	.....
43	Me ...	Biddeford	1	1	2	3	37	38	75	....	....	....	....	.....	....	.....
44	Me ...	Lewiston	1	1	3	4	....	....	....	....	....	....	....	.....	....	.....
45	Me ...	Portland	1	4	9	13	164	229	393	....	....	....	....	.....	....	.....
46	Md ...	Baltimore	3	12	21	33	337	800	1137	10	27	3	30	1020	78	1098
47	Mass..	Boston	5	45	34	79	826	731	1557	11	32	63	95	.....	....	2472
48	Mass..	Cambridge	1	5	6	11	....	....	310	e7	8	14	22	.....	....	503
49	Mass..	Charlestown	1	3	5	8	....	....	238	6	3	6	9	.....	....	129
50	Mass..	Chelsea	1	2	5	7	51	122	173	2	2	1	3	43	51	94
51	Mass..	Fall River	1	2	2	4	68	82	150	3	4	8	12	312	146	458
52	Mass..	Haverhill*	1	2	3	5	39	75	114	....	....	....	....	.....	....	.....
53	Mass..	Lawrence	1	2	4	6	64	111	175	2	....	17	17	150	150	300
54	Mass..	Lowell	1	3	5	8	113	154	267	2	....	29	29	207	127	334
55	Mass..	Lynn	1	2	3	5	....	....	154	6	8	42	50	325	275	600
56	Mass..	New Bedford	1	2	6	8	104	134	238	3	2	9	11	148	85	233
57	Mass..	Newburyport	2	3	3	6	94	122	216	....	....	....	....	.....	....	.....
58	Mass..	Salem	1	2	4	6	80	69	149	2	1	4	5	47	40	87
59	Mass..	Springfield	1	3	5	8	....	....	160	2	2	5	7	.....	....	175
60	Mass..	Taunton	1	2	1	3	52	83	135	2	1	8	9	149	38	187
61	Mass..	Worcester	1	4	5	9	130	191	321	4	1	14	15	175	90	265
62	Mich..	Detroit	1	3	5	8	130	120	250	....	....	....	....	.....	....	.....
63	Mich..	East Saginaw	1	1	1	2	20	36	56	....	....	....	....	.....	....	.....
64	Mich..	Grand Rapids	1	1	3	4	40	80	120	....	....	....	....	.....	....	.....
65	Mich..	Jackson	2	5	4	9	....	....	200	....	....	....	....	.....	....	.....
66	Minn .	Minneapolis	1	1	1	2	27	33	60	....	....	....	....	.....	....	.....

inquiries by the United States Bureau of Education—Continued.

HABITANTS OR MORE—Continued.

and other schools, and grand total of schools.

Ungraded and other 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.	
43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	23	18	63	81	1860	2467	4327	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	18	23	778	872	1650	2
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	6	35	41	844	931	1775	3
2	1	1	2	69	43	112	....	....	....	....	....	....	....	*a*17	6	38	44	.....	.....	2526	4
....	....	....	....	....	....	....	....	....	....	....	....	....	....	57	....	....	480	.....	.....	19526	5
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	19	29	834	925	1759	6
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	....	....	125	....	....	.....	7
....	....	....	....	....	....	....	2	....	....	....	....	....	....	....	18	169	187	3766	3436	7202	8
....	....	....	....	....	....	....	....	....	....	....	....	....	....	46	8	61	69	1048	1125	2173	9
....	....	....	....	....	....	....	1	2	....	2	....	48	48	19	7	88	95	....	.....	3788	10
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	1	9	10	213	244	457	11
....	....	....	....	....	....	....	....	....	....	....	....	....	....	130	10	128	138	3313	3421	6734	12
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	9	43	52	1386	1456	2842	13
1	2	5	7	200	100	300	1	1	....	1	16	14	30	26	11	13	24	1255	1090	2345	14
....	....	....	....	....	....	....	....	....	....	....	....	....	....	24	11	32	43	904	1046	1950	15
....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	4	35	39	918	1029	1947	16
....	....	....	....	....	....	....	....	....	....	....	....	....	....	40	2	51	53	1302	1701	3033	17
....	....	....	....	....	....	....	1	1	3	4	....	63	63	32	29	445	474	.....	.....	24539	18
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	20	36	56	1334	1487	2821	19
....	....	....	....	....	....	....	....	....	....	....	....	....	....	(*d*)	5	49	54	.....	.....	2106	20
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	4	44	48	1229	1132	2361	21
....	....	....	....	....	....	....	....	....	....	....	....	....	....	42	4	44	48	892	1108	2000	22
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	5	39	44	.....	.....	1750	23
....	....	....	....	....	....	....	....	....	....	....	....	....	....	49	9	64	73	2421	2162	4583	24
....	....	....	....	....	....	....	1	....	3	3	....	10	10	37	5	50	55	1324	1506	2830	25
....	....	....	....	....	....	....	1	....	2	2	....	16	16	125	11	114	125	3350	3567	6917	26
5	6	8	14	200	300	600	....	....	....	....	....	....	....	43	15	41	56	1323	1199	2532	27
10	4	15	19	415	479	894	....	....	....	....	....	....	....	....	5	47	52	1317	1445	2762	28
8	14	14	28	403	454	857	....	....	....	....	....	....	....	55	23	55	78	.....	.....	2562	29
....	....	....	....	....	....	....	....	....	....	....	....	....	....	45	11	43	54	.....	.....	2212	30
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	10	25	35	770	869	1639	31
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	13	18	390	447	837	32
....	....	....	....	....	....	....	1	....	2	2	....	5	5	54	16	59	75	1266	1162	2428	33
....	....	....	....	....	....	....	1	2	2	4	....	....	....	22	4	20	24	.....	.....	1018	34
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	7	57	64	997	1120	2117	35
....	....	....	....	....	....	....	....	....	....	....	....	....	....	29	9	29	38	.....	.....	2169	36
....	....	....	....	....	....	....	....	....	....	....	....	....	....	34	2	35	37	1857	1871	3728	37
....	....	....	....	....	....	....	....	....	....	....	....	....	....	44	4	43	47	.....	.....	.....	38
....	....	....	....	....	....	....	....	....	....	....	....	....	....	21	42	223	265	.....	.....	10174	39
....	....	....	....	....	....	....	....	....	....	....	....	....	....	31	3	33	36	.....	.....	1490	40
....	....	....	....	....	....	....	....	....	....	....	....	....	....	67	25	350	375	8373	8769	11616	41
....	....	....	....	....	....	....	....	....	....	....	....	....	....	53	3	70	73	.....	.....	2664	42
....	....	....	....	....	....	....	....	....	....	....	....	....	....	35	12	27	39	522	523	1045	43
....	....	....	....	....	....	....	1	....	1	1	....	10	10	44	3	54	57	.....	.....	2000	44
....	....	....	....	....	....	....	....	....	....	....	....	....	....	21	9	91	100	2494	1819	4313	45
....	....	....	....	....	....	....	....	....	....	....	....	....	....	121	74	515	589	12391	12479	24870	46
1	2	1	3	....	....	80	1	1	3	4	....	50	50	390	150	852	1002	19212	16588	38272	47
....	....	....	....	....	....	....	1	....	2	2	....	16	16	35	20	166	186	.....	.....	6909	48
....	....	....	....	....	....	....	....	....	....	....	....	....	....	54	16	109	125	.....	.....	5069	49
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	6	62	68	1419	1651	3070	50
....	....	....	....	....	....	....	....	....	....	....	....	....	....	62	10	89	99	2232	2045	4277	51
....	....	....	....	....	....	....	....	....	....	....	....	....	....	47	4	48	52	1038	1073	2111	52
....	....	....	....	....	....	....	....	....	....	....	....	....	....	58	6	70	76	1640	1694	3334	53
....	....	....	....	....	....	....	....	....	....	....	....	....	....	61	13	102	115	2258	1919	4177	54
8	4	10	14	....	....	394	....	....	....	....	....	....	....	104	18	142	160	....	.....	5342	55
1	2	2	4	30	38	68	1	....	5	5	....	12	12	26	9	84	93	1526	1682	3208	56
1	1	2	3	33	48	81	....	....	....	....	....	....	....	28	7	45	52	.....	.....	1568	57
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*f*19	7	69	76	2017	1248	3265	58
....	....	....	....	....	....	....	....	....	....	....	....	....	....	51	10	109	119	.....	.....	3578	59
1	1	2	3	26	30	56	....	....	....	....	....	....	....	*g*60	7	62	69	1882	1870	3752	60
6	6	8	14	290	261	551	....	....	6	6	106	120	226	133	16	152	168	3412	3094	6506	61
....	....	....	....	....	....	....	....	....	....	....	....	....	....	161	6	173	179	4023	4046	8069	62
....	....	....	....	....	....	....	....	....	....	....	....	....	....	31	4	33	34	807	821	1628	63
....	....	....	....	....	....	....	....	....	....	....	....	....	....	50	6	51	57	1005	1055	2060	64
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	6	34	40	.....	.....	2060	65
....	....	....	....	....	....	....	....	....	....	....	....	....	....	36	4	33	37	887	896	1783	66

TABLE III.—CLASS A.—PART 2.—*School statistics of cities for* 1872; *from*

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	29	30	31	32	33	34	35	36	37	38	39	40	41	42
67	Minn.	Saint Paul	1	3	3	6	43	76	119	1	1	....	1	35	8	43
68	Mo.	Hannibal	1	1	1	2	....	....	29	....	....	....	....	....	....	....
69	Mo.	Kansas City	1	3	1	4	31	31	62	....	....	....	....	....	....	....
70	Mo.	Saint Joseph	1	3	1	4	58	44	102	....	....	....	....	....	....	....
71	Mo.	Saint Louis	5	11	26	37	422	502	924	17	23	46	69	3426	704	4130
72	Neb.	Omaha	1	3	....	3	34	26	60	....	....	....	....	....	....	....
73	N. H.	Concord	1	1	2	3	40	80	120	....	....	....	....	....	....	....
74	N. H.	Manchester	1	1	3	4	65	75	140	2	3	8	11	100	100	200
75	N. H.	Nashua*	1	1	2	3	....	....	81	2	....	3	3	....	....	150
76	N. J.	Camden	....	....	....	....	....	....	....	....	....	....	....	....	....	....
77	N. J.	Hoboken*	....	....	....	....	....	....	....	1	2	4	6	80	40	120
78	N. J.	Jersey City	....	....	....	....	....	....	....	8	12	30	42	477	216	693
79	N. J.	Newark	1	5	6	11	125	142	267	6	21	9	30	169	442	611
80	N. J.	New Brunswick	1	1	2	3	21	37	58	....	....	....	....	....	....	....
81	N. J.	Paterson	1	....	....	....	30	63	93	5	6	15	21	293	240	533
82	N. J.	Trenton	....	....	....	....	....	....	....	2	2	....	2	90	....	90
83	N. Y.	Albany*	11	9	5	14	....	....	283	....	....	....	....	....	....	....
84	N. Y.	Auburn	1	2	3	5	60	86	146	1	2	4	6	35	25	60
85	N. Y.	Binghamton	1	3	4	7	66	85	151	....	....	....	....	....	....	....
86	N. Y.	Brooklyn	....	....	....	....	....	....	....	9	26	82	108	4429	1572	6001
87	N. Y.	Buffalo	1	6	7	13	....	....	264	12	15	42	57	....	....	2381
88	N. Y.	Cohoes*	....	....	....	....	....	....	....	....	....	....	....	....	....	....
89	N. Y.	Elmira*	1	2	3	5	....	....	107	....	....	....	....	....	....	....
90	N. Y.	Lockport	1	3	5	8	86	90	176	....	....	....	....	....	....	....
91	N. Y.	Newburgh	1	2	2	4	....	....	106	1	2	1	3	29	49	78
92	N. Y.	New York	1	40	....	40	751	....	751	28	133	201	334	14492	6487	20979
93	N. Y.	Ogdensburgh*	....	....	....	....	....	....	....	....	....	....	....	....	....	....
94	N. Y.	Oswego	1	2	2	4	41	72	113	1	1	1	2	140	10	150
95	N. Y.	Poughkeepsie	1	1	7	8	....	....	195	....	....	....	....	....	....	....
96	N. Y.	Rochester	1	4	4	8	68	128	196	....	....	....	....	....	....	....
97	N. Y.	Rome	1	1	4	5	28	67	95	....	....	....	....	....	....	....
98	N. Y.	Schenectady	1	2	5	7	45	55	100	....	....	....	....	....	....	....
99	N. Y.	Syracuse	1	5	5	10	....	....	167	....	....	....	....	....	....	....
100	N. Y.	Troy	1	3	2	5	31	76	107	3	3	13	16	300	100	400
101	N. Y.	Utica	n1	1	9	10	215	244	459	1	1	2	3	93	67	160
102	Ohio.	Akron	1	....	3	3	27	50	77	....	....	....	....	....	....	....
103	Ohio.	Cincinnati	2	10	11	21	328	366	694	10	31	24	55	1159	251	1410
104	Ohio.	Cleveland	2	5	6	11	102	149	251	....	1	1	2	50	....	50
105	Ohio.	Columbus	7	3	4	7	68	107	175	....	....	....	....	....	....	....
106	Ohio.	Dayton	....	3	3	6	72	95	167	5	3	2	5	200	10	210
107	Ohio.	Hamilton	1	....	2	2	19	31	50	....	....	....	....	....	....	....
108	Ohio.	Portsmouth	1	1	1	2	24	45	69	....	....	....	....	....	....	....
109	Ohio.	Sandusky	1	1	2	3	31	66	97	....	....	....	....	....	....	....
110	Ohio.	Springfield	....	....	3	3	19	47	66	....	....	....	....	....	....	....
111	Ohio.	Toledo	2	3	6	9	71	100	171	....	4	10	14	185	62	247
112	Ohio.	Zanesville	2	1	2	3	16	37	53	....	....	....	....	....	....	....
113	Pa.	Allegheny*	8	8	18	26	86	165	251	6	6	10	16	460	500	960
114	Pa.	Allentown	2	3	2	5	23	37	60	....	....	....	....	....	....	....
115	Pa.	Altoona*	1	1	....	1	11	15	26	....	....	....	....	....	....	....
116	Pa.	Erie	1	2	2	4	24	58	82	2	2	1	3	75	15	90
117	Pa.	Harrisburgh	2	1	4	5	37	46	83	....	....	....	....	....	....	....
118	Pa.	Norristown	2	1	1	2	33	31	64	....	....	....	....	....	....	....
119	Pa.	Philadelphia	2	18	10	28	572	530	1102	....	....	....	....	....	....	8000
120	Pa.	Pittsburgh	....	9	3	12	123	133	256	....	....	....	....	....	....	....
121	Pa.	Reading	1	4	4	8	80	128	208	....	....	....	....	....	....	....
122	Pa.	Williamsport	3	2	1	3	18	29	47	....	....	....	....	....	....	....
123	Pa.	York	1	2	1	3	....	....	115	....	....	....	....	....	....	....
124	R. I.	Newport	1	1	2	3	21	48	69	2	3	4	7	48	40	88
125	R. I.	Providence	....	5	7	12	120	221	341	7	20	100	120	1500	1000	2500
126	R. I.	Warwick	....	....	....	....	....	....	....	....	....	....	....	....	....	....
127	R. I.	Woonsocket	1	1	1	2	16	23	39	....	3	....	3	100	100	200
128	S. C.	Charleston	....	....	....	....	....	....	....	....	....	....	....	....	....	....
129	Tenn.	Memphis*	2	1	1	2	37	47	84	....	....	....	....	....	....	....
130	Tenn.	Nashville	2	2	2	4	67	52	119	....	....	....	....	....	....	....
131	Texas.	San Antonio	....	....	....	....	....	....	....	....	....	....	....	....	....	....
132	Vt.	Burlington*	1	2	1	3	....	....	74	1	1	....	....	....	....	50
133	Va.	Alexandria	....	....	....	....	....	....	....	....	....	....	....	....	....	....

replies to inquiries by the United States Bureau of Education—Continued.

Ungraded and other 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.	
43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	47	9	51	60	....	....	3300	67
....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	1	24	25	....	....	1035	68
....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	15	42	57	1171	1148	23 9	69
....	....	....	....	....	....	....	....	....	....	....	....	....	....	40	5	36	41	745	852	1597	70
*h*73	109	94	213	8412	8233	16645	1	2	6	8	....	122	122	167	170	748	918	24580	22088	46668	71
....	....	....	....	....	....	....	....	....	....	....	....	....	....	30	9	25	34	868	832	1700	72
....	....	....	....	....	....	....	....	....	....	....	....	....	....	25	1	29	30	613	682	*i*1295	73
....	....	....	....	....	....	....	....	....	....	....	....	....	....	45	10	69	79	1236	1253	*j*2489	74
....	....	....	....	....	....	....	....	....	....	....	....	....	....	25	2	39	41	....	....	1495	75
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	65	72	1389	1520	2909	76
....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	4	47	51	885	985	1870	77
....	....	....	....	....	....	....	1	8	....	8	....	150	150	25	12	188	200	....	....	8455	78
....	....	....	....	....	....	....	1	4	1	5	3	126	129	40	49	184	233	5276	5887	11163	79
....	....	....	....	....	....	....	....	....	....	....	....	....	....	32	1	31	32	624	708	1332	80
....	....	....	....	....	....	....	*k*1	2	1	3	....	....	60	23	7	80	87	1946	1904	3850	81
....	....	....	....	....	....	....	....	....	....	....	....	....	....	43	8	35	43	1026	1114	2140	82
....	?	....	....	....	....	....	....	....	....	....	....	....	....	22	26	117	143	....	....	6179	83
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	5	46	51	961	899	1860	84
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	39	45	771	810	1581	85
....	....	....	....	....	....	....	....	....	....	....	....	....	....	64	58	1067	1125	....	....	39060	86
....	....	....	....	....	....	....	....	....	....	....	....	....	....	60	47	354	401	....	....	13178	87
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	3	22	25	....	....	1873	88
6	....	....	....	....	....	....	1	....	....	....	....	....	26	31	6	50	56	....	....	2295	89
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	37	40	786	751	1537	90
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	9	36	45	....	....	1646	91
43	15	151	166	5626	5603	11229	2	6	22	28	....	1416	1416	262	322	2392	2774	71465	60539	132004	92
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	9	27	36	....	....	1173	93
....	....	....	....	....	....	....	....	....	....	....	....	....	....	23	4	74	78	2609	2196	*m*4805	94
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	2	42	44	....	....	1671	95
....	....	....	....	....	....	....	....	....	....	....	....	....	....	20	14	136	150	4106	6218	10324	96
....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	2	23	25	488	481	969	97
....	....	....	....	....	....	....	....	....	....	....	....	....	....	23	2	30	32	678	698	1376	98
....	....	....	....	....	....	....	....	....	....	....	....	....	....	35	10	160	170	....	....	5253	99
3	8	9	17	250	250	500	....	....	....	....	....	....	....	41	28	142	170	3798	4404	8202	100
7	8	10	18	500	600	1100	....	....	....	....	....	....	....	*o*37	14	73	87	2639	2653	5292	101
....	....	....	....	....	....	....	1	1	4	5	....	60	60	22	....	29	29	671	704	1375	102
....	....	....	....	....	....	....	....	....	....	....	....	....	....	41	103	406	509	11727	9731	21458	103
....	....	....	....	....	....	....	....	....	....	....	....	....	....	19	15	187	202	4400	4232	8632	104
....	....	....	....	....	....	....	....	....	....	....	....	....	....	105	10	95	105	1968	1991	3959	105
....	....	....	....	....	....	....	1	....	2	2	....	19	19	....	16	77	93	1977	1835	3812	106
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	8	20	28	537	663	1200	107
....	....	....	....	....	....	....	....	....	....	....	....	....	....	30	3	28	31	678	689	1367	108
....	....	....	....	....	....	....	....	....	....	....	....	....	....	22	5	26	31	694	709	1403	109
6	5	14	19	604	852	1456	....	....	....	....	....	....	....	....	4	36	40	1011	1056	2067	110
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*d*86	19	100	119	3853	4170	8023	111
....	....	....	....	....	....	....	....	....	....	....	....	....	....	40	1	40	41	....	....	1698	112
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	113
....	....	....	....	....	....	....	....	....	....	....	....	....	....	51	15	39	54	1718	1529	3247	114
....	....	....	....	....	....	....	....	....	....	....	....	....	....	24	7	23	30	600	800	1400	115
....	....	....	....	....	....	....	....	....	....	....	....	....	....	49	5	48	53	1069	1085	2154	116
....	....	....	....	....	....	....	....	....	....	....	....	....	....	51	19	54	73	1173	1166	2339	117
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*p*31	1	30	31	1051	1076	2127	118
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*q*388	79	1505	1584	41925	42075	84000	119
....	....	....	....	....	....	....	1	....	....	....	....	....	82	....	39	199	238	3853	3830	7683	120
*k*1	2	....	2	....	75	75	....	....	....	....	....	....	....	113	4	109	113	2095	2154	4249	121
....	....	....	....	....	....	....	....	....	....	....	....	....	....	47	10	37	47	984	1066	2050	122
2	....	....	....	....	....	....	....	....	....	....	....	....	....	30	8	28	36	....	....	1643	123
....	....	....	....	....	....	....	....	....	....	....	....	....	....	32	6	33	39	781	805	1586	124
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	32	319	351	5642	6271	11793	125
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*r*26	7	20	27	....	....	1184	126
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	18	25	628	585	1213	127
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	3	64	67	....	....	2103	128
....	....	....	....	....	....	....	....	....	....	....	....	....	....	55	12	44	56	1320	1279	2599	129
5	8	14	22	220	430	650	....	....	....	....	....	....	....	36	16	68	84	1445	1567	3012	130
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	5	13	18	492	385	877	131
....	....	....	....	....	....	....	....	....	....	....	....	....	....	20	3	19	22	....	....	1509	132
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	4	12	16	383	328	711	133

TABLE III.—CLASS A.—PART 2.—*School statistics of cities for* 1872; *from*

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	29	30	31	32	33	34	35	36	37	38	39	40	41	42
134	Va....	Norfolk	....	....	....	....	....	....	....	....	....	....	....	....	....	....
135	Va....	Petersburgh	....	1	3	4	74	53	127	....	....	....	....	....	....	....
136	Va....	Portsmouth	....	....	....	....	....	....	....	....	....	....	....	....	....	....
137	Va....	Richmond	....	....	....	....	....	....	....	....	....	....	....	....	....	....
138	W. Va.	Wheeling	....	....	....	....	....	....	....	....	....	....	....	....	....	....
139	Wis ..	Fond du Lac	1	1	2	3	....	....	....	....	....	....	....	....	....	....
140	Wis ..	Milwaukee	1	3	3	6	....	....	....	....	....	....	....	....	....	....
141	Wis ..	Oshkosh	1	2	4	6	104	97	201	....	....	....	....	....	....	....

* From last report.
a Total number, including intermediate schools.
d Including one ungraded school.
e Including 15 ungraded schools.
f There are parochial and other private schools not under the control of the superintendent.
g Including 1 mixed school.
h Including 8 suburban schools.

replies to inquiries by the United States Bureau of Education—Continued.

Ungraded and other 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.	
43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	4	20	24	438	414	852	134
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	24	26	675	647	1322	135
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	4	9	13	.....	.....	736	136
....	....	....	....	....	....	....	....	....	....	....	....	....	....	86	10	76	86	1700	1900	3600	137
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	10	58	68	1337	1253	2590	138
....	....	....	....	....	....	....	....	....	....	....	....	....	....	47	3	47	50	.....	.....	3020	139
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	146	.....	.....	7350	140
2	2	4	6	175	125	300	....	....	....	....	....	....	....	33	6	27	33	864	852	1716	141

i A Saturday school for teachers.
j Albany Free Academy.
k Including one arithmetic school.
l Called an advanced school.
m Including 1 free academy.
n Including 9 secondary schools.
o Including 33 consolidated schools comprising all grades, not including evening schools.
p Including 8 mixed and 2 intermediate schools.

TABLE III.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

CLASS A.—CONTAINING 10,000 INHABITANTS OR MORE—Continued.

PART 3.—School finances.

Number.	State.	Name of 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	64	65	66	67	68	69	70
1	Ala	Mobile		$31,253 35	$20,000 00			$2,000 00	$53,253 35
2	Ark	Little Rock	$5,321 00	5,326 87	97 00		$37,164 98	2,000 00	44,598 85
3	Cal	Oakland	5,779 95	5,724 77	13,440 00	a$28,227 70		26,270 00	79,442 42
4	Cal	Sacramento	1,458 00	10,523 00	13,660 00	35,741 60			61,382 00
5	Cal	San Francisco	56,157 73	95,245 02			440,497 76	125,098 76	716,998 95
6	Cal	Stockton	2,464 99	6,532 79	12,614 10	11,381 18	3,262 22	1,959 15	38,214 43
7	Conn	Hartford				4,836 00	151,293 29	8,992 58	165,121 87
8	Conn	New Haven	15,404 00	11,872 00		1,602 00	145,243 00	90,848 00	264,969 00
9	Conn	Norwich	6,533 08	4,582 50	4,159 73	4,196 05	18,638 13	362 74	38,472 23
10	Del	Wilmington	252 16	1,653 53	24,569 70	2,678 51	39,945 09	4,115 95	73,214 94
11	D. C	Georgetown					12,670 30	849 66	13,519 96
12	D. C	Washington					317,002 66	1,699 32	318,701 98
13	Ga	Atlanta					82,000 00		82,000 00
14	Ga	Augusta*		9,000 00	14,000 00			2,000 00	25,000 00
15	Ga	Savannah	576 63		13,000 00		35,000 00	1,800 00	50,376 63
16	Ill	Aurora	1,426 41	2,903 83		122 23	35,541 59		39,994 06
17	Ill	Bloomington	6,907 14	3,570 62	7,854 00		38,475 84	37 69	56,845 29
18	Ill	Chicago		30,481 17		61,092 71	303,802 53		395,286 41
19	Ill	Galesburgh	558 11	2,380 66		385 21	17,237 19	100 00	20,661 17
20	Ill	Peoria	4,602 14	6,648 90		3,824 49	31,720 11		46,795 64
21	Ill	Quincy	12,432 11	4,630 25			27,685 80	200 00	44,948 16
22	Ill	Rockford	19,668 23	3,246 05			24,804 66	3,172 12	50,891 06
23	Ill	Springfield*			3,588 30		14,640 46	198 00	18,426 76
24	Ind	Evansville							
25	Ind	Fort Wayne	26,473 00	22,089 00			15,907 00		64,469 00
26	Ind	La Fayette*	11,813 68	16,683 59			26,010 83		54,508 10
27	Ind	Madison	256 50	7,850 75	6,235 56				14,342 81
28	Ind	New Albany*	16,384 43	18,305 09	12,836 57				47,526 09
29	Ind	Terre Haute	253 00		25,760 43	43,406 32			69,419 75
30	Iowa	Burlington	21,306 60	6,152 84			30,364 65	2,969 00	60,793 09
31	Iowa	Council Bluffs	4,228 84	5,680 21			13,894 16		23,803 21
32	Iowa	Davenport*	25,686 47	10,495 95	3,055 78		43,175 79	6,791 34	89,203 32
33	Iowa	Des Moines	7,729 99	1,182 50			7,333 36		16,245 85
34	Iowa	Dubuque	21 93	8,371 87			35,989 62		44,383 42
35	Iowa	Keokuk*	351 16	5,432 19	1,029 08		26,495 19		

36	Kans	Leavenworth	39,487 81	7,727 88			50,585 35	8,784 38	106,585 42
37	Ky	Covington *	3,762 86	15,322 00			27,823 38	4,632 41	51,540 65
38	Ky	Louisville *		79,007 53		181,955 52		2,809 77	263,763 82
39	Ky	Newport	1,411 36	13,561 10		6,481 00	11,541 42		32,994 88
40	La	New Orleans *							376,716 65
41	Me	Bangor		427 00			36,000 00		36,427 00
42	Me	Biddeford	418 22	1,304 23		20 00	14,500 00		16,242 45
43	Me	Lewiston		600 00			38,857 92		39,457 92
44	Me	Portland		903 47			64,750 00		65,653 47
45	Md	Baltimore		135,559 43		53,177 26	315,253 38	126 66	504,116 73
46	Mass	Boston		9,363 24			1,204,500 00		1,213,863 24
47	Mass	Cambridge		2,216 29			247,790 61	894 38	250,901 28
48	Mass	Charlestown		1,316 62		336 00	126,825 00		128,477 62
49	Mass	Chelsea		871 45			61,590 31		62,461 76
50	Mass	Fall River		1,265 90			53,000 00		54,265 90
51	Mass	Haverhill *	7,606 01	733 15	885 27		34,000 00	85 00	42,209 42
52	Mass	Lawrence		1,404 02	1,151 85		67,966 86	267 60	70,790 33
53	Mass	Lowell		1,823 64			97,270 10		99,093 74
54	Mass	Lynn		1,686 07			79,998 72		81,684 79
55	Mass	New Bedford		855 70		3,000 00	69,222 25		73,077 95
56	Mass	Newburyport		590 60		900 00	26,000 00		27,490 60
57	Mass	Salem		1,563 32		285 50	70,553 51	1,271 27	73,673 60
58	Mass	Springfield		1,261 00			88,000 00		89,261 00
59	Mass	Taunton		770 83			37,030 00	96 35	37,867 18
60	Mass	Worcester	7,391 76	1,894 99			174,150 00		183,436 75
61	Mich	Detroit		13,200 00			115,116 00	44,000 00	172,316 00
62	Mich	East Saginaw	7,624 13	1,480 80	283 82	146 65	46,898 06	3,509 57	59,943 03
63	Mich	Grand Rapids	994 14	2,509 92			52,599 89	25,425 31	81,529 26
64	Mich	Jackson	2,968 91	950 40	293 44	736 50	20,310 63		25,259 88
65	Minn	Minneapolis	1,203 55	*b*9,342 93		101 50	55,169 16	7,175 00	72,992 14
66	Mo	Hannibal		*b*2,444 51			27,632 11	20 96	30,097 58
67	Mo	Kansas City	6,379 87	4,858 58			54,689 10	28,902 22	94,829 77
68	Mo	Saint Joseph		3,200 50	2,008 01		34,959 74	8,371 79	48,540 04
69	Mo	Saint Louis	27,621 00	65,296 00	6,568 00	51,378 00	608,160 00		759,023 00
70	Neb	Omaha	5,670 27	10,214 07			54,449 72	83 10	70,417 16
71	N. H	Concord	629 88				17,630 00	112 85	17,772 73
72	N. H	Manchester	2,282 75				45,000 00		47,282 75
73	N. H	Nashua *	6,011 87				19,702 50	1,229 29	26,943 66
74	N. J	Camden	10,578 64	*b*30,833 91			48,245 97		89,678 52
75	N. J	Hoboken *		1,067 00			36,433 08		37,500 00
76	N. J	Jersey City		117,525 73			143,474 27		261,000 00
77	N. J	Newark	3,862 21	106,797 00		294 00	45,100 00	9,729 25	165,782 46
78	N. J	New Brunswick	67 01	20,513 59			12,875 15	40 00	33,495 75
79	N. J	Paterson	2,855 00	3,793 45			55,406 55		62,055 00
80	N. J	Trenton	692 50	31,472 04					32,164 54
81	N. Y	Albany *	134,249 42	35,248 42			145,730 00	2,139 29	317,377 13
82	N. Y	Auburn	300 18	9,454 53			36,000 00	1,181 45	46,936 16
83	N. Y	Binghamton		6,829 42			31,000 00	25,000 00	62,829 42
84	N. Y	Brooklyn	358,586 24	205,335 50		24,024 35	561,700 00		1,149,646 09
85	N. Y	Buffalo	102,247 33	66,224 55			209,455 69		377,927 57

* From last report. *a* From local fund and taxation. *b* From State and county fund.

TABLE III.—CLASS A.—PART 3.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of 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	64	65	66	67	68	69	70
86	N. Y.	Cohoes†	$20,693 86				$15,750 00	$12,246 19	$48,690 05
87	N. Y.	Elmira†	6,412 53				63,083 93	37,941 62	107,437 48
88	N. Y.	Lockport	15,866 04	$6,817 80			22,500 00	7,723 94	52,907 78
89	N. Y.	Newburgh	19,238 16	8,918 42			37,840 15	798 46	66,795 19
90	N. Y.	New York	50,457 98	428,047 62	$428,047 62	$523,713 52	830,029 70	200,000 00	2,460,296 44
91	N. Y.	Ogdensburgh†	9,539 42				16,053 99	5,727 95	31,321 36
92	N. Y.	Oswego	1,140 19	12,181 78			52,764 60	1,001 82	67,088 39
93	N. Y.	Poughkeepsie	4,726 82	10,209 54			41,612 50	16,941 53	73,490 39
94	N. Y.	Rochester	63,927 31	33,009 00		528 38	117,000 00		214,464 69
95	N. Y.	Rome	803 08	4,477 31			12,041 93	250 00	17,572 32
96	N. Y.	Schenectady		5,913 44			13,143 74	2,177 92	21,235 10
97	N. Y.	Syracuse	813 21	22,879 60			119,600 00	8,559 19	151,852 00
98	N. Y.	Troy	24,206 39	25,832 66			75,000 00	1,200 00	126,239 05
99	N. Y.	Utica	24,037 18	16,296 25			37,800 00	611 00	78,744 43
100	Ohio	Akron	6,790 85	5,618 20		1,385 36	31,996 89	25,409 93	71,201 23
101	Ohio	Cincinnati	114,005 21	146,161 70			474,328 80	32,106 00	766,601 71
102	Ohio	Cleveland	70,252 60				202,781 61	610 47	273,644 68
103	Ohio	Columbus	2,339 08	6,070 20			148,793 31	5,340 91	162,543 50
104	Ohio	Dayton	43,194 81	17,158 40		1,119 16	81,410 48	35,681 84	178,564 69
105	Ohio	Hamilton	15,202 14	4,208 80			13,688 96	469 17	33,569 07
106	Ohio	Portsmouth	11,867 24	5,387 68			23,857 27	3,974 33	45,086 52
107	Ohio	Sandusky		22,364 59		18,828 96		40 00	41,233 55
108	Ohio	Springfield	15,913 52	3,344 00			20,699 92	645 68	40,603 12
109	Ohio	Toledo	6,811 40	20,112 60			105,778 71	65,141 03	197,843 74
110	Ohio	Zanesville		191 64			20,581 36	11,792 77	38,167 77
111	Pa	Allegheny*					67,222 51	575 05	67,797 56
112	Pa	Allentown	2,942 89	1,846 70			38,614 43	45,469 07	88,873 09
113	Pa	Altoona*		1,008 31			19,278 14	16,816 00	37,102 45
114	Pa	Erie		2,033 73			60,210 09	2,615 03	64,858 85
115	Pa	Harrisburgh	9,236 79	4,316 19			66,915 43		80,468 41
116	Pa	Norristown	690 39	1,188 48			28,868 85	7,013 88	37,701 60
117	Pa	Philadelphia					1,370,454 09		1,370,454 09
118	Pa	Pittsburgh		10,309 66			293,624 52	47,077 23	351,011 41
119	Pa	Reading	26,540 32	5,821 89		300 00	65,000 00		97,662 21
120	Pa	Williamsport		2,641 19			47,739 65		50,380 84
121	Pa	York	1,153 45	1,877 84			20,382 14		23,413 43
122	R. I.	Newport		5,093 96			22,701 00	667 66	28,462 62

123	R. I	Providence		20,300 00			128,100 00	8,800 00	157,200 00
124	R. I	Warwick	1,133 42	4,102 82		3,886 81	345 60		9,468 65
125	R. I	Woonsocket		4,045 37			13,073 62	760 04	17,879 03
126	S. C	Charleston					34,559 00	3,263 05	37,822 05
127	Tenn	Memphis*					61,333 93	906 75	62,240 68
128	Tenn	Nashville			28,461 40	27,868 16			56,329 56
129	Tex	San Antonio							
130	Vt	Burlington*	569 65			228 65	10,862 19	1,048 17	12,668 65
131	Va	Alexandria	39 81	3,667 44	1,667 36	6,000 00	11,374 81	1,000 60	23,749 42
132	Va	Norfolk		5,378 34	10,836 92			500 00	16,715 26
133	Va	Petersburgh		6,591 90				11,638 92	18,230 82
134	Va	Portsmouth		2,465 58	6,395 66			1,000 00	9,861 24
135	Va	Richmond	40,419 32	15,496 66		49,885 97		1,509 00	107,301 95
136	W. Va	Wheeling		8,359 58			46,909 98	2,682 00	57,951 56
137	Wis	Fond du Lac	7,614 00	2,081 00	2,100 00		23,088 00		34,883 00
138	Wis	Milwaukee	34,958 85	9,846 33	47,252 62	65,379 58			157,437 08
139	Wis	Oshkosh	21,346 00	1,980 00	14,000 00	16,000 00			53,246 00

* From last report.

† From the last report of the State superintendent.

TABLE III.—CLASS A.—PART 3.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	EXPENDITURE.									
			Permanent.		Current.							
			Sites and buildings.	Libraries and apparatus.	Salaries of superintendents.	Salaries of teachers.	Fuel, lights, &c.	Rent.	Repairs.	Stationery and school books.	Miscellaneous expenses.	Total.
1	2	3	71	72	73	74	75	76	77	78	79	80
1	Ala	Mobile	$3,250 00									
2	Ark	Little Rock			$2,640 00	$17,152 00						$39,277 00
3	Cal	Oakland	12,949 30	$350 00	1,425 00	33,961 35	$1,243 09		$983 41	$5,146 85	$25 00	56,084 00
4	Cal	Sacramento	11,460 00		1,200 00	36,159 00	1,453 00	$264 00	5,130 00	4,540 00	5,006 00	65,203 00
5	Cal	San Francisco	37,911 21	4,000 00	7,000 00	415,012 40	8,976 53	11,498 20	31,729 39	21,275 63	137,858 77	675,262 13
6	Cal	Stockton	31,913 18	350 00	900 00	24,035 76	440 00		611 19	78 00	8,341 99	66,670 12
7	Conn	Hartford	59,177 15	908 73	650 00	80,895 02	15,995 28		5,795 76		28,552 69	191,974 63
8	Conn	New Haven	119,917 09	1,040 69	3,000 00	105,338 00	4,035 94	2,651 14	3,563 22	1,202 33		240,748 41
9	Conn	Norwich	196,200 00	150 00	100 00	18,151 68	3,952 42	80 00	4,424 76	150 00		223,208 86
10	Del	Wilmington	22,160 50	*a*2,409 20	*b*34,574 92		*c*7,177 05			5,513 77	2,034 51	73,869 95
11	D. C	Georgetown			1,000 00	7,536 61					*d*5,729 39	14,266 00
12	D. C	Washington	128,995 86		2,000 00	102,477 90					65,086 28	*e*425,743 98
13	Ga	Atlanta	51,957 74		2,000 00	18,246 35	*a*6,700 77	475 00	1,899 79	736 05	1,987 29	*f*84,002 99
14	Ga	Augusta*										
15	Ga	Savannah			2,500 00	42,030 00	400 00	450 00	1,500 00	600 00		47,450 00
16	Ill	Aurora	14,752 34	350 00	2,500 00	18,771 00	1,844 32		924 00	354 00		39,495 66
17	Ill	Bloomington	2,773 05	34 20	2,400 00	24,113 40	5,231 06	13 00	864 37	133 70	14,308 46	49,871 24
18	Ill	Chicago	174,886 79		6,400 00	355,488 07	*g*101,072 15	6,157 96				644,004 97
19	Ill	Galesburgh			1,800 00	13,191 40	2,238 80		1,732 34	210 00	1,014 30	20,186 84
20	Ill	Peoria	*h*5,365 83			*b*31,846 94					6,272 33	43,485 10
21	Ill	Quincy	10,752 53		1,242 82	22,985 00	2,000 00	275 00	7,692 81			44,948 16
22	Ill	Rockford	10,638 93			21,112 60	2,055 17		5,182 46	78 69	2,473 13	41,540 98
23	Ill	Springfield*				29,830 12	*i*11,063 89	210 00	1,222 68	883 79		43,210 48
24	Ind	Evansville			2,500 00							
25	Ind	Fort Wayne	2,000 00		2,200 00	25,000 00	6,000 00	5,000 00	1,000 00			41,200 00
26	Ind	La Fayette*	18,000 00		1,800 00	17,525 25	1,422 04		500 00	60 00		39,307 29
27	Ind	Madison	12,000 00			13,750 00	520 00		275 00	30 00		26,575 00
28	Ind	New Albany*	24,000 00			18,850 00	2,500 00					45,350 00
29	Ind	Terre Haute	32,951 91		2,000 00	28,154 35	1,500 00	100 00	3,000 00	400 00		68,106 26
30	Iowa	Burlington			1,500 00	20,950 00	4,546 77	950 00	2,387 60	623 77		30,958 14
31	Iowa	Council Bluffs	3,279 00	175 00	1,800 00	14,351 00	1,289 10	55 00	1,018 00	25 00		21,992 10
32	Iowa	Davenport*	12,307 15	442 20	2,466 65	37,318 13	2,261 59	110 00	5,084 42	341 93		*j*60,382 12
33	Iowa	Des Moines		700 00	1,800 00	15,000 00	700 00			600 00		18,800 00
34	Iowa	Dubuque			1,300 00	30,317 75	3,307 00	55 00	*k*3,201 50		5,951 60	44,077 85

35	Iowa	Keokuk *	115,000 00	250 00	1,800 00	21,096 28	1,053 69		4,944 93	201 78		144,346 73	
36	Kans	Leavenworth	4,157 42		3,116 85	24,229 53	1,069 05	402 50	581 08	2,138 00	53,580 66	89,275 09	
37	Ky	Covington *	2,500 00	250 00	1,800 00	25,033 85	8,046 97	900 00		180 00	12,829 48	51,540 65	
38	Ky	Louisville *	45,753 70		4,000 00	164,265 59			11,492 12	36,822 17		262,334 49	
39	Ky	Newport	5,806 37	200 00	1,800 00	16,515 00	818 49		1,317 58			26,457 44	
40	La	New Orleans *				293,927 65		30,803 15	[i]25,004 60			376,716 60	
41	Me	Bangor			1,000 00	24,944 00	2,200 00		6,500 00	200 00		34,844 00	
42	Me	Biddeford	6,700 00	25 00	500 00	11,268 00	1,200 00		1,000 00	149 49		20,842 49	
43	Me	Lewiston	2,696 62		2,150 00	23,000 00	3,465 71	75 00	2,716 43		1,354 16	39,457 92	
44	Me	Portland	9,000 00	800 00	300 00	52,125 00	4,250 44	200 00	5,096 37	1,506 63		64,278 44	
45	Md	Baltimore	30,935 29		4,300 00	372,204 75	11,508 32	15,040 00	34,036 12	38,451 87	19,428 99	525,905 34	
46	Mass	Boston	[h]97,800 68		[m]23,281 66	863,658 81					329,639 18	1,314,380 33	
47	Mass	Cambridge	110,555 21	237 72	3,000 00	103,608 53	6,505 98	555 83	8,760 30	2,970 50	14,707 21	250,901 28	
48	Mass	Charlestown	33,631 07		3,000 00	91,882 53	4,213 00	900 00	7,300 00	2,078 78		143,005 38	
49	Mass	Chelsea	2,000 00			45,038 90	3,379 85	350 00		1,915 56	9,777 45	62,461 76	
50	Mass	Fall River	89,154 98		2,000 00	44,412 46	2,696 00		3,757 27		3,457 09	145,477 80	
51	Mass	Haverhill *	15,301 22	400 00	500 00	28,500 00	1,500 00	600 00	3,000 00	300 00		50,101 22	
52	Mass	Lawrence	12,966 86	93 51	1,750 00	43,295 05	8,598 82	200 00	4,393 75	607 05		71,905 04	
53	Mass	Lowell	21,117 92		2,000 00	70,151 66		90 00				93,359 58	
54	Mass	Lynn	150,000 00	2,634 54		57,956 42	2,921 67		4,375 13	4,411 58		222,299 34	
55	Mass	New Bedford		3,250 00	2,000 00	51,482 60	2,276 74	350 00	1,970 28	1,358 63		62,688 25	
56	Mass	Newburyport										27,000 00	
57	Mass	Salem	12,811 40		1,250 00	46,534 81	7,966 27		3,315 75	1,795 37		73,673 60	
58	Mass	Springfield	61,000 00	200 00	3,000 00	70,548 00	10,857 00	300 00	4,100 00			150,005 00	
59	Mass	Taunton			2,000 00	32,813 38	4,514 20	800 00	2,500 00			42,627 58	
60	Mass	Worcester	40,150 00	2,500 00	4,900 00	95,009 98	15,226 90	425 69	13,910 05	2,121 82	9,392 31	183,456 75	
61	Mich	Detroit	40,000 00	1,000 00	3,600 00	88,000 00		100 00	4,000 00	5,500 00	30,000 00	172,200 00	
62	Mich	East Saginaw	19,455 13	895 28	2,400 00	15,859 88	6,288 79	150 00	1,137 15	189 15		46,375 38	
63	Mich	Grand Rapids	28,400 41	2,203 33	2,250 00	24,483 94	11,938 09				12,213 22	81,488 99	
64	Mich	Jackson		258 17		17,578 75	1,442 03		539 62			19,818 57	
65	Minn	Minneapolis	4,560 56		2,200 00	21,320 50	3,438 13		438 65	233 61	28,667 49	63,858 94	
66	Mo	Hannibal	9,082 90		625 00	13,212 50		466 66	1,177 22	296 54	2,285 12	27,145 94	
67	Mo	Kansas City	15,573 88	650 00	2,000 00	35,085 16		431 00	283 11	797 86	8,010 81	62,831 82	
68	Mo	Saint Joseph			2,600 00	29,370 00	1,200 00	630 00	900 25	250 30		34,920 55	
69	Mo	Saint Louis	191,994 00	26,381 00	9,500 00	420,529 00	16,582 00	5,497 00	39,296 00	10,553 00		720,332 00	
70	Neb	Omaha	39,550 16	800 00	2,400 00	27,950 00	1,410 90	844 00	1,419 97	865 79		74,940 82	
71	N. H	Concord				13,439 00	1,225 62		1,066 68		2,033 59	17,764 89	
72	N. H	Manchester	26,108 54		1,800 00	33,831 84	2,940 84		3,758 41	340 34	4,241 82	73,821 79	
73	N. H	Nashua *	30,000 00		1,200 00	15,501 18			5,057 83	363 66		26,943 66	
74	N. J	Camden	15,351 17		688 00	36,225 00	1,773 25	1,377 83	5,287 36	8,272 73	9,046 97	78,022 31	
75	N. J	Hoboken *			1,800 00	24,919 80			10,780 20			37,500 00	
76	N. J	Jersey City			3,000 00	172,000 00						175,000 00	
77	N. J	Newark	87,451 27	275 00	3,500 00	121,949 93	19,256 25	630 00	8,877 93	6,904 58		248,844 96	

* From last report.
a For new furniture.
b Including all salaries.
c Including repairs.
d Including $3,170.22 for colored schools.
e Including $127,183.94 for colored schools.
f For six months only.
g Including repairs and stationery.
h Including libraries and apparatus.
i Only $223.10 of this sum is for fuel and lights.
j Not including $71,862.80 for janitors, furniture, &c.
k For repairs and furniture.
l Including supplies.
m Including salaries of truant-officers and officers of school committees.

TABLE III.—CLASS A.—PART 3.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	EXPENDITURES.									
			Permanent.		Current.							
			Sites and buildings.	Libraries and apparatus.	Salaries of superintendents.	Salaries of teachers.	Fuel, lights, &c.	Rent.	Repairs.	Stationery and school-books.	Miscellaneous expenses.	Total.
1	2	3	71	72	73	74	75	76	77	78	79	80
78	N. J	New Brunswick	$13,216 72	$85 00	$2,500 00	$14,250 00	$500 00	$175 00	$1,329 37	$678 72		$32,734 81
79	N. J	Paterson	46,384 23	400 00	1,700 00	35,197 50	2,421 00	225 00	2,036 00	3,560 00	$7,200 00	99,063 73
80	N. J	Trenton				24,000 00	782 75	200 00	1,331 23	1,249 72		27,563 70
81	N. Y	Albany*	69,942 78	325 18	2,000 00	91,439 37	40,122 41	2,993 75	3,256 20	1,895 48	11,076 23	187,051 38
82	N. Y	Auburn	8,844 96	276 90	1,312 51	21,976 00	1,571 29		1,766 75	253 83	5,700 68	41,702 92
83	N. Y	Binghamton	41,317 91	159 26	2,000 00	18,005 57	2,899 50		1,323 00			65,705 24
84	N. Y	Brooklyn	125,994 74	6,650 51	12,784 64	551,956 22	25,822 44	5,679 95	56,197 88		13,129 94	798,216 32
85	N. Y	Buffalo		1,460 45	1,800 00	232,612 13	24,698 78				15,204 39	275,775 75
86	N. Y	Cohoes†	25,291 19	334 53		13,837 18					1,532 00	40,994 90
87	N. Y	Elmira†	24,067 62	502 00		31,037 00					8,741 76	64,348 38
88	N. Y	Lockport	6,906 85	281 66	1,043 50	15,680 93	2,963 37		825 39	34 08		27,735 78
89	N. Y	Newburgh	23,575 71	866 83	1,800 00	23,254 14	1,316 71	336 00	2,499 58	47 51	3,273 26	56,969 74
90	N. Y	New York	194,424 38		20,350 00	1,720,965 05	52,232 02	22,721 23	78,347 47	101,648 65	264,992 21	2,455,681 01
91	N. Y	Ogdensburgh†	8,571 74	326 04		11,444 43					4,291 42	24,633 63
92	N. Y	Oswego	749 23	570 30	2,000 00	38,312 58	3,252 40	1,096 17	1,865 09	612 34	15,828 82	64,286 93
93	N. Y	Poughkeepsie	41,636 97	702 00		17,535 38	1,929 89	665 00	475 46	495 51	4,362 38	67,802 59
94	N. Y	Rochester	14,417 78	2,022 57	2,500 00	80,986 75	11,045 65	1,054 00	7,650 31	1,438 75		121,115 81
95	N. Y	Rome			1,250 00	10,626 20	980 50		540 87	155 04	4,019 71	17,572 32
96	N. Y	Schenectady	2,754 34	144 00	1,800 00	11,117 82	1,653 67	60 00	2,320 70	361 41	1,023 16	21,235 10
97	N. Y	Syracuse	24,748 73	5,100 27	2,000 00	79,271 23	4,894 75	498 07	19,698 17		15,640 78	151,852 00
98	N. Y	Troy		4,059 00	2,200 00	66,246 71	9,272 74	243 00	n6,521 88		4,041 42	92,584 75
99	N. Y	Utica	1,712 49	400 32	o3,375 00	35,680 35	5,826 61		5,751 62	980 02		53,726 41
100	Ohio	Akron	7,828 70		2,500 00	16,951 98					25,045 46	52,326 14
101	Ohio	Cincinnati	178,526 06	28,437,36	5,600 00	421,241,47	110,648 56	2,127 23	27,465 55	418 16		774,464 39
102	Ohio	Cleveland			9,561 70	123,309 00		1,806 32	5,638 72	2,204 99	35,174 84	177,695 57
103	Ohio	Columbus	36,646 47		5,500 00	62,953 05	2,781 68		14,260 93		27,871 97	150,014 10
104	Ohio	Dayton	47,296 27	746 83	5,000 00	60,302 59	2,271 77			850 00	27,681 57	144,149 03
105	Ohio	Hamilton			1,500 00	15,484 00	6,817 15					23,801 15
106	Ohio	Portsmouth	19,460 22		1,800 00	15,235 00	3,090 00	240 00	1,200 00	7 31		41,032 53
107	Ohio	Sandusky	19,000 00		2,000 00	16,217 77					4,015 78	41,233 55
108	Ohio	Springfield	9,350 00		1,500 00	20,453 25	1,200 00		2,100 00		8,415 62	43,018 87
109	Ohio	Toledo	46,184 97		2,700 00	56,826 37					59,954 06	165,665 40
110	Ohio	Zanesville			3,516 67	22,067 47	722 01		1,957 81		5,573 65	33,837 61
111	Pa	Allegheny*	122,384 97			68,124 50	22,864 00					213,373 47

112	Pa	Allentown	39,490 42		1,500 00	22,117 50	5,862 78	1,031 92				70,002 62
113	Pa	Altoona*	20,265 55	34 00	750 00	11,716 46	1,238 65	145 32	185 34	10 29		34,345 52
114	Pa	Erie	27,987 00	76 75	1,800 00	22,848 46	5,780 75	705 75	2,725 79	84 00		62,008 50
115	Pa	Harrisburgh	49,966 00	582 78	1,300 00	41,772 17	1,495 97	1,115 00	6,901 29	488 17		103,621 38
116	Pa	Norristown	10,396 69			13,352 75	*p*8,492 07		2,302 60			34,544 11
117	Pa	Philadelphia										
118	Pa	Pittsburgh	302,614 47		2,500 00	160,204 47					93,964 03	559,282 97
119	Pa	Reading	22,000 00		1,200 00	34,304 00	4,406 00	450 00	7,200 00	1,800 00		71,354 00
120	Pa	Williamsport			1,400 00	25,123 78	3,310 61	690 00	4,500 00		2,737 59	37,761 98
121	Pa	York			1,775 00	11,838 37	763 51	1,096 60			904 51	16,371 99
122	R. I	Newport	961 65	178 91	2,500 00	17,826 60	6,386 70	75 00	1,945 43	579 30		27,252 99
123	R. I	Providence										
124	R. I	Warwick			200 00	8,509 81	513 29					9,223 10
125	R. I	Woonsocket										18,054 99
126	S. C	Charleston	950 00	374 46	775 00	17,228 55	1,912 70	1,068 08	657 30	3,899 90		26,865 99
127	Tenn	Memphis*	50,000 00		3,400 00	38,411 80	884 40	3,132 66	2,075 84	948 40	2,150 00	54,858 65
128	Tenn	Nashville			2,400 00	41,670 00	1,245 34	600 00	2,453 25	1,200 26		49,568 85
129	Tex	San Antonio										
130	Vt	Burlington*										
131	Va	Alexandria		25 00	250 00	7,015 00	950 00	1,239 08	50 00	53 04		9,582 12
132	Va	Norfolk		447 23	*q*1,200 00	12,600 00				274 31	2,193 72	16,715 26
133	Va	Petersburgh		1,248 82	350 00	13,013 60				2,291 11	1,277 29	18,180 82
134	Va	Portsmouth			950 00	5,132 69	304 00	450 00	1,000 00	202 00		8,038 69
135	Va	Richmond	43,950 32	5,000 00	2,000 00	41,220 09	4,100 00	2,500 00	1,941 61	1,650 00		102,362 02
136	W. Va	Wheeling	*r*4,825 18	195 25	*q*2,080 00	31,327 70	4,270 12	492 25	960 07	*s*718 43	6,342 38	51,211 38
137	Wis	Fond du Lac	65,000 00	200 00	600 00	18,371 00	*t*6,226 09			2,172 00		92,569 00
138	Wis	Milwaukee			2,000 00	89,768 22	6,742 52		1,787 59	77 00	9,063 15	109,438 48
139	Wis	Oshkosh	3,000 00		600 00	20,500 00	1,000 00		1,200 00			26,300 00

n Including insurance.
o Including salaries of clerk of board and of librarian.
p Including stationery.
q Including salary of clerk of the board.
r Including furniture.
s Including printing.
t Including rents and repairs.

TABLE III.—*School statistics of cities for* 1872; *from replies to*

CLASS A.—CONTAINING 10,000 IN-

PART 4.—Miscellaneous—Teachers' salaries, statistics

Number.	State.	Name of city.	SALARIES OF TEACHERS.*							
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	S1	S2	S3	S4	S5	S6	S7	S8
1	Ala	Mobile	$65 00	$65 00	$100 00	$75 00	$75 00	$75 00	$150 00	.....
2	Ark	Little Rock	.....	70 00 to 100 00	150 00	120 00	.....	.....	175 00	.....
3	Cal	Oakland	100 00	50 00 to 100 00	150 00	.....	.....	70 00	200 00	.....
4	Cal	Sacramento	.....	50 00 to 85 00	175 00	85 00 to 100 00	.....	.....	120 00 to 180 00	90 00
5	Cal	San Francisco	.....	50 00 to 67 50	175 00	175 00	100 00	70 00	208 33 to 250 00	.....
6	Cal	Stockton	75 00	75 00	125 00	75 00	100 00	75 00	200 00	.....
7	Conn	Hartford	.....	.....	183 33 to 233 33	.....	.....	33 33 to 66 66	.....	.....
8	Conn	New Haven	83 33	29 16 to 50 00	183 33	66 66	.....	58 33	250 00	.....
9	Conn	Norwich	.....	.....	.....	.....	.....	.....	.....	.....
10	Del	Wilmington	.....	25 00 to 38 33	100 00	83 33	.....	35 41 to 45 83	.....	.....
11	D. C	Georgetown	.....	54 16 to 58 33	91 66	83 33	.....	.....	.....	.....
12	D. C	Washington	.....	45 83 to 66 66	133 33 to 150 00	88 33 to 100 00	66 66 to 83 33	66 66 to 83 33	.....	.....
13	Ga	Atlanta	.....	37 50 to 45 83	125 00	.....	.....	50 00 to 66 66	150 00	.....
14	Ga	Augusta	.....	.....	.....	.....	.....	.....	.....	.....
15	Ga	Savannah	.....	.....	.....	.....	.....	.....	.....	.....
16	Ill	Aurora	41 66	20 83 to 41 66	62 50	62 50	.....	37 50	137 50	.....
17	Ill	Bloomington	.....	65 00	.....	75 00	.....	60 00	200 00	.....
18	Ill	Chicago	.....	37 50 to 91 66	66 66 to 183 33	66 66 to 183 33	.....	37 50 to 83 33	208 33	.....
19	Ill	Galesburgh	.....	40 00 to 50 00	45 83	40 00	.....	.....	150 00	$62 50
20	Ill	Peoria	.....	29 16 to 45 83	116 66	50 00 to 58 33	.....	29 16 to 45 83	166 66	.....
21	Ill	Quincy	.....	33 33 to 45 83	.....	50 00	.....	41 66 to 45 83	125 00	.....
22	Ill	Rockford	.....	.....	100 00	37 50	.....	.....	125 00	.....
23	Ill	Springfield	.....	.....	.....	.....	.....	.....	.....	.....
24	Ind	Evansville	.....	41 66 to 83 33	100 00	58 33	.....	41 66	141 66	.....
25	Ind	Fort Wayne	63 83	37 50	.....	100 00	.....	50 00	112 50	.....
26	Ind	Indianapolis	.....	33 33 to 50 00	58 33 to 91 66	58 33 to 91 66	.....	33 33 to 50 00	200 00	.....
27	Ind	La Fayette	.....	.....	.....	.....	.....	.....	.....	.....
28	Ind	Madison	.....	40 00	.....	.....	.....	.....	.....	70 00
29	Ind	New Albany	.....	.....	.....	.....	.....	.....	.....	.....

* The salaries given are for one calendar month.

inquiries by the United States Bureau of Education—Continued.

HABITANTS OR MORE—Continued.

of instruction in drawing, music, foreign languages, &c.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
89	90	91	92	93	94	95	96	97	98	1
$75 00	$75 00	.....	.....	.....	.....	.....	.....	.....	.....	1
120 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
150 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	$90 00	$100 00	.....	.....	.....	.....	4
150 00	$125 00	$50 00	$50 00	.....	.....	.....	.....	.....	.....	5
125 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
183 33	58 33 to 83 33	.....	.....	.....	.....	.....	.....	.....	.....	8
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12
125 00 to 100 00	75 00 to 100 00	.....	.....	.....	.....	.....	.....	.....	.....	13
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
.....	58 33	.....	.....	.....	.....	.....	.....	.....	.....	16
100 00	70 00	.....	.....	.....	.....	.....	.....	.....	.....	17
150 00 to 183 33	83 33	.....	.....	.....	.....	$208 00	.....	.....	$83 00 to 100 00	18
45 83	45 83	.....	.....	.....	.....	.....	.....	.....	.....	19
.....	33 33 to 83 33	.....	.....	.....	.....	.....	.....	.....	.....	20
83 33	66 66 to 54 16	40 00	$30 00	.....	.....	.....	.....	.....	.....	21
66 66	41 66 to 66 66	.....	.....	.....	.....	.....	.....	.....	.....	22
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23
.....	58 33 to 66 66	.....	.....	.....	.....	.....	.....	.....	.....	24
.....	66 66	.....	.....	.....	.....	.....	$100 00	.....	66 66	25
100 00 to 125 00	75 00	40 00 to 50 00	30 00	.....	.....	.....	100 00	.....	58 00	26
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27
.....	60 00	.....	40 00	75 00	50 00	.....	.....	.....	.....	28
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	29

TABLE III.—CLASS A.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	SALARIES OF TEACHERS.							
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	S1	S2	S3	S4	S5	S6	S7	S8
30	Ind	Terre Haute		$29 16 to 37 50	$58 33 to 91 66	$41 66 to 50 00		$41 66 to 50 00	$91 66	
31	Iowa	Burlington	$83 33	33 33					100 00	
32	Iowa	Council Bluffs		45 00	83 33	65 00		55 00	125 00	$66 66
33	Iowa	Des Moines		30 00 to 75 00	60 00 to 84 00	60 00		60 00	150 00	
34	Iowa	Dubuque		25 00	125 00		$41 66	41 66	150 00	
35	Iowa	Keokuk								
36	Kans	Leavenworth		41 66		66 66		58 33		125 00
37	Ky	Covington								
38	Ky	Louisville								
39	Ky	Newport								
40	La	New Orleans								
41	Me	Bangor		27 77	100 00	35 41		30 00	158 33	
42	Me	Biddeford		23 33	79 16			26 66	116 66	
43	Me	Lewiston		30 00 to 40 00	166 66			31 66 to 50 00	166 66	45 83 to 54 16
44	Me	Portland	116 66	34 66	138 83	54 16		39 63	208 33	
45	Md	Baltimore		39 00 to 58 00	125 00	75 00	42 00 to 75 00	40 00 to 54 00	225 00	183 33
46	Mass	Boston		66 66	266 66	166 66	166 66 to 200 00	66 66 to 79 16	333 33	
47	Mass	Cambridge		41 66 to 58 33	208 33			41 66 to 58 33	333 33	
48	Mass	Charlestown		47 91 to 52 18	175 00		150 00	47 91 to 64 58	250 00	
49	Mass	Chelsea		45 83	183 33	150 00		45 83	233 33	
50	Mass	Fall River		39 58	125 00			41 66	141 66	
51	Mass	Haverhill								
52	Mass	Lawrence		37 50 to 43 75	133 33 to 187 50	47 91		39 58 to 47 91	250 00	
53	Mass	Lowell		33 33 to 50 00	141 66 to 166 66			33 33 to 50 00	183 33	
54	Mass	Lynn		50 00	150 00	66 66		50 00	209 00	
55	Mass	New Bedford		39 58 to 43 75	125 00 to 145 83			43 75	150 00	
56	Mass	Newburyport		29 16	100 00	41 66		29 16	166 66	
57	Mass	Salem		41 66 to 50 00	150 00	83 33		41 66	208 33	83 33
58	Mass	Springfield		45 83	166 66	91 66		45 83 to 54 16	208 33	
59	Mass	Taunton		33 33	83 33 to 125 00	58 33		33 33	133 33	
60	Mass	Worcester		41 66	158 33	47 91 to 100 00		47 91	250 00	
61	Mich	Detroit		27 08 to 35 41	100 00 to 125 00	50 00 to 75 00		25 00 to 35 41	166 66	
62	Mich	East Saginaw		33 33	75 00			43 75	66 66	

replies to inquiries by the United States Bureau of Education—Continued.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
89	90	91	92	93	94	95	96	97	98	1
$54 16 to 66 66	.....	.....	.....	.....	.....	.....	.....	.....	.....	30
83 33	$41 66 to 50 00	.....	.....	.....	.....	.....	.....	.....	.....	31
62 50	58 33	.....	.....	.....	.....	.....	.....	.....	.....	32
91 66	54 16	.....	.....	.....	.....	.....	.....	.....	.....	33
.....	50 00	.....	.....	.....	.....	.....	.....	.....	.....	34
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35
.....	58 33	.....	.....	.....	.....	.....	.....	.....	.....	36
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	39
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
.....	39 58 to 66 66	.....	.....	.....	.....	.....	.....	.....	.....	41
.....	33 33	.....	.....	.....	.....	.....	.....	.....	.....	42
.....	.....	.....	.....	.....	.....	.....	$50 00	.....	.....	43
91 66	49 00	.....	.....	.....	.....	.....	.....	.....	.....	44
166 66 to 183 33	75 00 to 84 00	.....	.....	.....	.....	.....	.....	.....	.....	45
200 00 to 250 00	83 33 to 150 00	.....	.....	.....	.....	$333 33	.....	.....	$66 66 to 83 33	46
166 66 to 208 33	66 66 to 88 33	.....	.....	.....	.....	.....	83 33	.....	66 66	47
166 66 to 183 33	58 33 to 83 33	.....	.....	.....	.....	.....	.....	.....	.....	48
.....	75 00	.....	.....	.....	.....	.....	.....	.....	.....	49
125 00	58 33	.....	.....	.....	.....	.....	.....	.....	.....	50
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	51
100 00	62 50 to 75 00	.....	.....	.....	.....	.....	.....	.....	.....	52
141 66 to 166 66	54 16 to 58 33	.....	.....	.....	.....	.....	.....	.....	.....	53
141 66	66 66	.....	.....	$125 00	$41 66	.....	.....	.....	.....	54
133 33	54 16 to 83 33	.....	.....	158 33 to 275 00	66 66	.....	66 66	.....	41 66	55
.....	50 00	.....	.....	.....	.....	.....	.....	.....	.....	56
108 33	54 16	$50 00	$30 00 to 40 00	.....	.....	.....	.....	.....	.....	57
108 33 to 166 66	58 33	.....	.....	.....	.....	.....	.....	.....	.....	58
83 33	62 50	.....	.....	125 00	25 00 to 83 33	.....	.....	.....	.....	59
83 33 to 208 33	75 00 to 83 33	.....	.....	.....	.....	.....	.....	.....	.....	60
100 00	41 66 to 83 33	.....	.....	.....	.....	.....	.....	.....	.....	61
.....	66 66	.....	.....	.....	.....	.....	.....	.....	.....	62

TABLE III.—CLASS A.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	SALARIES OF TEACHERS.							
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	81	82	83	84	85	86	87	88
63	Mich	Grand Rapids	.....	$30 00 to 50 00	$100 00 to 133 33	.....	$66 66	$45 83 to 50 00	$208 33	.....
64	Mich	Jackson	.....	33 33	100 00	$41 66	.....	33 33	141 66 to 166 66	$50 00
65	Minn	Minneapolis	.....	37 50 to 50 00	.....	80 00 to 100 00	.....	.....	150 00	75 00
66	Minn	Saint Paul	$41 66 to 45 83	.....	108 33	.....	45 83	.....	133 33	.....
67	Mo	Hannibal	.....	33 33	.....	41 66	.....	37 50	125 00	.....
68	Mo	Kansas City	50 00	50 00	75 00	75 00	.....	50 00	150 00	.....
69	Mo	Saint Joseph	50 00	50 00	100 00	100 00	50 00	50 00	166 66	.....
70	Mo	Saint Louis	.....	50 00	183 33	183 33	66 66	62 50	266 66	.....
71	Neb	Omaha	62 50	45 83 to 62 50	125 00	62 50	62 50	62 50	150 00	.....
72	N. H.	Concord	.....	27 08 to 29 16	.....	50 00	.....	41 66	141 66	.....
73	N. H.	Manchester	.....	29 16 to 37 50	125 00	.....	.....	29 16 to 37 50	166 66	.....
74	N. H.	Nashua	.....	.....	.....	.....	.....	.....	.....	.....
75	N. J	Camden	50 00	29 16 to 41 66	100 00 to 133 33	66 66	41 66 to 50 00	41 66 to 47 91	.....	.....
76	N. J	Hoboken	.....	.....	.....	.....	.....	.....	.....	.....
77	N. J	Jersey City	.....	30 00 to 100 00	192 50	100 00	.....	30 00 to 80 00	.....	.....
78	N. J	Newark	83 33 to 100 00	25 00 to 37 50	150 00 to 166 66	58 33 to 66 66	83 33 to 100 00	41 66 to 50 00	183 33 to 200 00	100 00 to 116 66
79	N. J	New Brunswick	.....	31 04	.....	.....	.....	39 81	b208 33	.....
80	N. J	Paterson	41 66	31 25	91 66	50 00	.....	35 41	112 50	.....
81	N. J	Trenton	.....	41 66	100 00	54 16	.....	.....	.....	.....
82	N. Y	Albany	.....	.....	.....	.....	.....	.....	.....	.....
83	N. Y	Auburn	.....	29 16 to 37 50	83 33	50 00	.....	29 16 to 37 50	125 00	.....
84	N. Y	Binghamton	.....	25 00 to 41 66	83 33 to 116 66	41 66 to 66 66	.....	25 00 to 41 66	208 33	.....
85	N. Y	Brooklyn	33 33 to 125 00	33 33 to 125 00	125 00 to 200 00	125 00 to 200 00	.....	50 00 to 75 00	.....	.....
86	N. Y	Buffalo	.....	33 33 to 66 66	116 66 to 125 00	54 16	.....	33 33 to 47 50	208 33	.....
87	N. Y	Cohoes	.....	.....	.....	.....	.....	.....	.....	.....
88	N. Y	Elmira	.....	.....	.....	.....	.....	.....	.....	.....
89	N. Y	Lockport	.....	35 00 to 50 00	.....	75 00	.....	37 50	150 00	.....

(*b*) The principal of the high school is also city superintendent.

replies to inquiries by the United States Bureau of Education—Continued.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
89	90	91	92	93	94	95	96	97	98	
.....	$50 00 to 66 66	.....	.....	.....	.....	.....	.....	.....	.....	63
$125 00	37 50	.....	.....	.....	.....	.....	.....	.....	.....	64
.....	50 00	.....	.....	.....	.....	.....	.....	.....	.....	65
83 33	58 33	.....	.....	.....	.....	.....	.....	.....	.....	66
.....	41 66 to 54 16	.....	.....	.....	.....	.....	.....	.....	.....	67
125 00	62 50	.....	.....	.....	.....	.....	.....	.....	.....	68
66 66 to 100 00	75 00	.....	.....	.....	.....	.....	.....	.....	.....	69
166 66	116 66	.....	.....	$50 00 to 208 33	$16 66 to 83 33	$250 00	.....	.....	$75 00 to 116 66	70
62 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	71
.....	54 16 to 66 66	.....	.....	.....	.....	.....	.....	.....	.....	72
.....	33 33 to 66 66	.....	.....	.....	.....	.....	.....	.....	.....	73
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	74
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	76
.....	.....	.....	.....	.....	.....	a50 00	.....	.....	.....	77
100 00 to 150 00	58 33 to 75 00	$50 00	$40 00	.....	.....	a20 83	.....	a$16 66	a16 66	78
83 33	41 66 to 125 00	.....	.....	.....	.....	.....	.....	.....	.....	79
.....	45 83	.....	.....	.....	.....	.....	.....	.....	.....	80
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	81
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	82
50 00	50 00	.....	.....	.....	.....	.....	.....	.....	.....	83
83 33	41 66 to 58 33	.....	.....	.....	.....	.....	.....	.....	.....	84
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	85
66 66 to 125 00	54 16 to 125 00	.....	.....	.....	.....	.....	.....	.....	.....	86
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	87
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	88
80 00 to 91 66	37 50 to 50 00	.....	.....	.....	.....	.....	.....	.....	.....	89

(*a*) This is a Saturday school for teachers.

TABLE III.—CLASS A.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	SALARIES OF TEACHERS.							
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	S1	S2	S3	S4	S5	S6	S7	S8
90	N. Y.	Newburgh	.....	$29 16 to 41 66	$100 00	.....	.....	$33 33 to 37 50	$150 00	.....
91	N. Y.	New York	.....	50 00	250 00	$166 66	$116 66	72 91	395 83	.....
92	N. Y.	Ogdensburgh	.....	.....	.....	.....	.....	.....	.....	.....
93	N. Y.	Oswego	.....	31 25 to 43 75	125 00	75 00	.....	35 41 to 45 83	150 00	.....
94	N. Y.	Poughkeepsie	.....	27 08 to 35 41	.....	45 83	.....	27 08 to 31 25	125 00	.....
95	N. Y.	Rochester	.....	37 50 to 58 33	125 00	125 00	50 00	50 00	166 66	$100 00
96	N. Y.	Rome	.....	24 00 to 40 00	100 00	25 00	.....	25 00	150 00	.....
97	N. Y.	Schenectady	.....	25 00 to 33 33	.....	54 16	.....	33 33	166 66	.....
98	N. Y.	Syracuse	.....	20 83 to 58 33	108 33	.....	.....	20 83 to 41 66	208 33	.....
99	N. Y.	Troy	$41 66	33 33 to 45 83	116 66	.....	.....	33 33 to 37 50	150 00	.....
100	N. Y.	Utica	.....	33 33	.....	.....	.....	.....	.....	.....
101	Ohio	Akron	.....	29 16 to 41 66	.....	41 66 to 91 66	.....	26 66 to 50 00	.....	116 66
102	Ohio	Cincinnati	108 33 to 158 33	41 66 to 66 66	175 00	.....	108 33 to 125 00	50 00 to 66 66	216 66	.....
103	Ohio	Cleveland	.....	40 00 to 60 00	.....	110 00	.....	65 00 to 80 00	250 00 to 300 00	.....
104	Ohio	Columbus	52 50	50 90	99 00	70 00	.....	56 20	180 00	.....
105	Ohio	Dayton	37 50 to 45 83	37 50 to 45 83	83 33	83 33	.....	54 16	166 66	100 00
106	Ohio	Hamilton	54 16	37 50	66 66	54 16	66 66	54 16	.....	75 00
107	Ohio	Portsmouth	.....	44 00	65 00	60 00	.....	.....	150 00	.....
108	Ohio	Sandusky	.....	29 16	112 50	.....	.....	.....	112 50	.....
109	Ohio	Springfield	.....	46 00	100 00	.....	.....	50 00	100 00	.....
110	Ohio	Toledo	52 08	43 21	133 33	56 25	.....	47 50	112 50 to 166 66	.....
111	Ohio	Zanesville	.....	33 33	66 66	66 66	.....	41 66	83 33	.....
112	Pa	Allegheny	.....	.....	.....	.....	.....	.....	.....	.....
113	Pa	Allentown	.....	27 50	58 33	37 50	50 00	29 16	.....	.....
114	Pa	Altoona	.....	.....	.....	.....	.....	.....	.....	.....
115	Pa	Erie	.....	29 16	.....	50 00	.....	33 33	79 16 to 125 00	.....
116	Pa	Harrisburgh	50 00	29 16 to 33 33	60 00	41 66 to 50 00	.....	33 33	83 33	75 00
117	Pa	Norristown	.....	25 00	91 66	58 33	33 33 to 45 83	.....	.....	.....
118	Pa	Philadelphia	.....	36 25 to 46 25	151 25	75 62	.....	40 25 to 51 25	226 87	181 50
119	Pa	Pittsburgh	25 00 to 45 33	25 00 to 45 33	100 00 to 125 00	100 00 to 125 00	41 66 to 54 16	41 66 to 54 16	225 00	225 00
120	Pa	Reading	.....	25 00 to 30 00	.....	45 00 to 50 00	.....	.....	150 00	65 00

replies to inquiries made by the United States Bureau of Education—Continued.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
89	90	91	92	93	94	95	96	97	98	
$108 33	$41 66	$33 33	$33 33	.....	.....	.....	.....	.....	.....	90
312 50	.....	.....	.....	.....	.....	$458 33	.....	$291 66	$125 00	91
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	92
.....	45 83 to 58 33	.....	.....	.....	.....	.....	.....	.....	.....	93
.....	31 25 to 45 83	.....	.....	.....	.....	.....	.....	.....	.....	94
125 00	66 66 to 133 33	.....	.....	.....	.....	.....	.....	.....	.....	95
.....	50 00 to 60 00	.....	.....	.....	.....	.....	.....	.....	.....	96
62 50	37 50	.....	.....	.....	.....	.....	.....	.....	.....	97
75 00 to 133 33	58 33 to 66 66	41 66	33 33	.....	.....	.....	.....	.....	.....	98
116 66 to 150 00	50 00 to 83 33	41 66	16 66	$83 33	$25 00	.....	.....	.....	.....	99
.....	33 33	.....	.....	.....	.....	.....	.....	.....	.....	100
.....	66 66	.....	.....	.....	.....	.....	.....	.....	.....	101
150 00 to 183 33	75 00 to 150 00	45 00	45 00	.....	.....	.....	$166 66	125 00	83 33	102
160 00 to 200 00	80 00 to 125 00	30 00	25 00	.....	.....	.....	.....	.....	.....	103
140 00	77 50	.....	.....	.....	.....	.....	.....	.....	.....	104
141 66	83 33	40 00	40 00	.....	.....	.....	100 00	.....	66 66	105
.....	66 66	.....	.....	.....	.....	.....	.....	.....	.....	106
.....	70 00	.....	.....	.....	.....	.....	.....	.....	.....	107
.....	58 33	.....	.....	.....	.....	.....	.....	.....	.....	108
.....	65 00	.....	.....	.....	.....	.....	.....	.....	.....	109
125 00	66 66 to 100 00	15 00	15 00	.....	.....	.....	.....	.....	.....	110
.....	50 00	.....	.....	.....	.....	.....	.....	.....	.....	111
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	112
66 66	37 50	.....	.....	.....	.....	.....	.....	.....	.....	113
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	114
66 66	41 66	.....	.....	.....	.....	.....	.....	.....	.....	115
.....	50 00	.....	.....	.....	.....	.....	.....	.....	.....	116
.....	.....	.....	.....	91 66	31 66	.....	.....	.....	.....	117
61 25 to 181 50	61 25 to 181 50	.....	.....	.....	.....	.....	.....	.....	.....	118
75 00	75 00	.....	.....	.....	.....	.....	.....	.....	.....	119
50 00 to 90 00	50 00	.....	.....	.....	.....	.....	.....	.....	.....	120

TABLE III.—CLASS A.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	SALARIES OF TEACHERS.							
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	S1	S2	S3	S4	S5	S6	S7	S8
121	Pa	Williamsport	$26 66 to 30 00	$26 66 to 30 00	$50 00 to 83 33	$50 00 to 83 33	$40 00 to 44 66	$40 00 to 44 66	$125 00	$125 00
122	Pa	York	40 00	40 00	50 00	50 00	.....	.....	125 00	.....
123	R. I.	Newport	.....	33 33	100 00	46 00 to 46 66	.....	.....	150 00	.....
124	R. I.	Providence	.....	29 16 to 47 91	166 66	.....	.....	50 00 to 60 41	183 33	.....
125	R. I.	Warwick	.....	15 00 to 30 00	50 00 to 60 00	44 00 to 48 00	.....	.....	.....	.....
126	R. I.	Woonsocket	.....	33 33	83 33	.....	.....	.....	133 33	.....
127	S. C.	Charleston	.....	33 33 to 41 66	166 66	83 33 to 100 00	83 33 to 100 00	33 33 to 50 00	.....	.....
128	Tenn	Memphis	.....	.....	.....	.....	.....	.....	.....	.....
129	Tenn	Nashville	58 33	41 66	125 00	62 50	54 16	50 00	150 00	75 00
130	Texas	San Antonio	.....	.....	.....	.....	.....	.....	.....	.....
131	Vt	Burlington	.....	.....	.....	.....	.....	.....	.....	.....
132	Va	Alexandria	29 16	29 16	50 00	45 33	.....	.....	.....	.....
133	Va	Norfolk	.....	25 00	83 33	41 66	.....	33 33	.....	.....
134	Va	Petersburgh	.....	.....	.....	.....	.....	.....	125 00	.....
135	Va	Portsmouth	67 50	38 33	.....	.....	.....	.....	.....	.....
136	Va	Richmond	35 66	36 00	75 00	52 50	45 00	40 50	.....	.....
137	W. Va	Wheeling	41 66 to 50 00	30 00 to 32 08	41 66 to 91 66	50 00	.....	36 66	.....	.....
138	Wis	Fond du Lac	41 66	27 77	50 00	45 83	.....	33 33	125 00	.....
139	Wis	Milwaukee	.....	.....	114 58	.....	30 00 to 50 00	.....	208 33	.....
140	Wis	Oshkosh	.....	40 00	60 00	40 00	.....	35 00	200 00	50 00

replies to inquiries by the United States Bureau of Education—Continued.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
89	90	91	92	93	94	95	96	97	98	
$53 33	$53 33	.....	.....	.....	.....	.....	.....	.....	.....	121
125 00	62 50	.....	.....	.....	.....	.....	.....	.....	.....	122
.....	58 33 to 75 00	.....	.....	.....	.....	.....	.....	.....	.....	123
166 66	108 33 to 66 66	$40 00	$20 00	.....	.....	$250 00	.....	.....	$75 00 to 83 33	124
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	125
.....	50 00	.....	.....	.....	.....	.....	.....	.....	.....	126
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	127
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	128
133 33	66 66	.....	.....	$166 66	$66 66	.....	.....	.....	.....	129
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	130
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	131
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	132
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	133
.....	41 66 to 50 00	.....	.....	.....	.....	.....	.....	.....	.....	134
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	135
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	136
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	137
.....	58 33	.....	.....	.....	.....	.....	.....	.....	.....	138
125 00 to 141 66	50 00 to 66 66	.....	.....	.....	.....	.....	$100 00	.....	50 00	139
120 00	50 00	.....	.....	.....	.....	.....	.....	.....	.....	140

TABLE III.—CLASS A.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	Number of students preparing for college.	Number of students preparing for scientific course in college.	Schools in which drawing is taught.	Number of pupils in drawing.	Is vocal music taught?	Number of pupils in vocal music.
1	2	3	99	100	101	102	103	104
1	Ala	Mobile						
2	Ark	Little Rock						
3	Cal	Oakland	4	10	All	1,775	Yes.	1,775
4	Cal	Sacramento			Grammar and high	500	Yes.	2,255
5	Cal	San Francisco			All	19,526	Yes.	19,526
6	Cal	Stockton	9		3d, 2d, and 1st grades	826	Yes.	
7	Conn	Hartford			High and 5 grammar		Yes.	
8	Conn	New Haven		6	All	7,101	Yes.	7,101
9	Conn	Norwich					Yes.	913
10	Del	Wilmington			Grammar and primary		Yes.	5,607
11	D. C	Georgetown					Yes.	457
12	D. C	Washington					Yes.	6,734
13	Ga	Atlanta	25	12	All	2,842	Yes.	2,842
14	Ga	Augusta						
15	Ga	Savannah				100		
16	Ill	Aurora			Grammar and primary	1,856	Yes.	1,947
17	Ill	Bloomington		30	All		Yes.	1,500
18	Ill	Chicago			All	24,539	Yes.	24,539
19	Ill	Galesburgh		15	Five	200	Yes.	200
20	Ill	Peoria	10		All		Yes.	2,106
21	Ill	Quincy			All	All.		
22	Ill	Rockford	2	3				
23	Ill	Springfield						
24	Ind	Evansville			All	4,583	Yes.	4,583
25	Ind	Fort Wayne	22		All	2,000	Yes.	2,000
26	Ind	Indianapolis			Norm'l, intermediate, & pri		Yes.	All ...
27	Ind	La Fayette						
28	Ind	Madison					Yes.	40
29	Ind	New Albany						
30	Ind	Terre Haute			Grammar and primary	2,000	Yes.	3,198
31	Iowa	Burlington	7				Yes.	1,200
32	Iowa	Council Bluffs	10	11	Grammar and primary	732		
33	Iowa	Des Moines			All	1,018	Yes.	1,018
34	Iowa	Dubuque						
35	Iowa	Keokuk						
36	Kans	Leavenworth			All		Yes.	
37	Ky	Covington						
38	Ky	Louisville						
39	Ky	Newport			All		No.	
40	La	New Orleans						
41	Me	Bangor	15		Primary	300	Yes.	2,000
42	Me	Biddeford	12	6				
43	Me	Lewiston			All	2,303	Yes.	2,303
44	Me	Portland	11		High, grammar, & primary	3,000	Yes.	
45	Md	Baltimore			Grammar and primary	10,200	Yes.	24,570
46	Mass	Boston	342		All	38,272	Yes.	35,800
47	Mass	Cambridge	95		High, grammar, & primary	6,390	Yes.	6,000
48	Mass	Charlestown			All		Yes.	5,068
49	Mass	Chelsea	4		All	3,070	Yes.	3,070
50	Mass	Fall River			High and grammar	1,892	Yes.	1,892
51	Mass	Haverhill						
52	Mass	Lawrence	10		All	3,034	Yes.	3,034
53	Mass	Lowell			All	6,788	Yes.	2,150
54	Mass	Lynn	12	15	All	5,342	Yes.	5,342
55	Mass	New Bedford	6		All	3,208	Yes.	3,208
56	Mass	Newburyport	12	4	All		Yes.	
57	Mass	Salem	18		All	2,647	Yes.	2,647
58	Mass	Springfield	25	6	Gram'r, even'g, & primary		Yes.	
59	Mass	Taunton	2		All but high		Yes.	3,752
60	Mass	Worcester	10		Grammar and secondary	2,795	Yes.	3,116
61	Mich	Detroit	15	20			Yes.	8,069
62	Mich	East Saginaw	4	3	Grammar and intermediate	355	No.	
63	Mich	Grand Rapids	20	15	High, gram'r, & intermed	600		
64	Mich	Jackson	8		High and grammar		Yes.	2,000
65	Minn	Minneapolis	35	12	Primary	800	Yes.	1,600
66	Minn	Saint Paul	36	6			No.	
67	Mo	Hannibal						
68	Mo	Kansas City	16		All		Yes.	2,319

replies to inquiries by the United States Bureau of Education—Continued.

Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.	
105	106	107	108	109	110	1
.....	.....	High and grammar	.....	High and grammar	.....	1
.....	.....	High and grammar	95	High and grammar	18	2
No.	.....	All	370	High and cosmopolitan	169	3
.....	.....	High and grammar	100	.....	.....	4
No.	.....	High, grammar, and primary	4,431	High, grammar, and primary	2,918	5
No.	.....	.....	.....	.....	.....	6
No.	.....	High and 2 grammar	240	High	.....	7
No.	.....	High and 1 special	200	High	30	8
.....	.....	.....	.....	.....	.....	9
No.	.....	.....	.....	.....	.....	10
No.	.....	.....	.....	.....	.....	11
No.	.....	Grammar	190	.....	.....	12
No.	.....	High and grammar	100	High	150	13
.....	.....	.....	.....	.....	.....	14
.....	.....	High	.....	High	200	15
No.	.....	High and grammar	168	.....	.....	16
No.	.....	High and grammar	400	High	6	17
No.	.....	High and grammar	4,533	High	54	18
No.	.....	One	40	.....	.....	19
.....	.....	.....	.....	.....	.....	20
.....	.....	All	300	.....	.....	21
.....	.....	High	20	.....	.....	22
.....	.....	.....	.....	.....	.....	23
No.	.....	High and grammar	495	.....	.....	24
No.	.....	High and German	316	High	15	25
No.	.....	High and district	642	.....	.....	26
.....	.....	.....	.....	.....	.....	27
No.	.....	In all	250	.....	.....	28
.....	.....	.....	.....	.....	.....	29
No.	.....	High and grammar	340	.....	.....	30
No.	.....	High	107	.....	.....	31
.....	.....	High	35	.....	.....	32
No.	.....	.....	.....	.....	.....	33
.....	.....	High	50	.....	.....	34
.....	.....	.....	.....	.....	.....	35
No.	.....	1st grade	36	1st grade	4	36
.....	.....	.....	.....	.....	.....	37
.....	.....	.....	.....	.....	.....	38
No.	.....	.....	411	.....	.....	39
.....	.....	.....	.....	.....	.....	40
No.	.....	High	.....	High	.....	41
.....	.....	.....	.....	One	25	42
No.	.....	.....	.....	High	80	43
No.	.....	.....	.....	High	80	44
No.	.....	.....	.....	Female high	.....	45
No.	.....	High	310	High	1,402	46
No.	.....	.....	.....	High	290	47
No.	.....	.....	.....	High	.....	48
No.	.....	.....	.....	High	.....	49
No.	.....	.....	.....	High	.....	50
.....	.....	.....	.....	.....	.....	51
No.	.....	.....	.....	High	50	52
No.	.....	High	.....	High	.....	53
.....	.....	Corporate	22	High and corporate	125	54
No.	.....	.....	.....	High	186	55
No.	.....	.....	.....	High	40	56
No.	.....	High	11	High	59	57
No.	.....	.....	.....	High	20	58
No.	.....	.....	.....	High	28	59
No	.....	.....	.....	High	70	60
No.	.....	High	50	High	50	61
No.	.....	All	420	High	7	62
No.	.....	.....	25	.....	30	63
No.	.....	High and grammar	40	High and grammar	35	64
No.	.....	High and grammar	80	High	8	65
No.	.....	1 ward school	400	High	50	66
.....	.....	.....	.....	One	3	67
No.	.....	6 district schools	1,002	High	3	68

TABLE III.—CLASS A.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	Number of students preparing for college.	Number of students preparing for scientific course in college.	Schools in which drawing is taught.	Number of pupils in drawing.	Is vocal music taught?	Number of pupils in vocal music.
1	2	3	99	100	101	102	103	104
69	Mo	Saint Joseph	60	1	All	1,227	No.	
70	Mo	Saint Louis	140	128	All	21,000	Yes.	26,647
71	Neb	Omaha			All		Yes.	1,500
72	N. H	Concord	2		High and grammar		Yes.	1,295
73	N. H	Manchester	4	3	All but high	3,000	Yes.	3,200
74	N. H	Nashua						
75	N. J	Camden			All	2,909		
76	N. J	Hoboken						
77	N. J	Jersey City					Yes.	8,455
78	N. J	Newark	12		Primary	5,384	Yes.	8,113
79	N. J	New Brunswick			High	40	Yes.	1,332
80	N. J	Paterson						
81	N. J	Trenton						
82	N. Y	Albany						
83	N. Y	Auburn	20				No.	
84	N. Y	Binghamton	20					
85	N. Y	Brooklyn			All	39,060	Yes.	39,060
86	N. Y	Buffalo			All		Yes.	
87	N. Y	Cohoes						
88	N. Y	Elmira						
89	N. Y	Loekport	21	6	Union	103	No.	
90	N. Y	Newburgh	4					
91	N. Y	New York			Grammar	35,209	Yes.	97,629
92	N. Y	Ogdensburgh						
93	N. Y	Oswego						
94	N. Y	Poughkeepsie			Primary and grammar		Yes.	
95	N. Y	Rochester	72		All	10,128	No.	
96	N. Y	Rome	15				No.	
97	N. Y	Schenectady	35	20		50	No.	
98	N. Y	Syracuse	25		All	5,253	Yes.	5,253
99	N. Y	Troy	4	10	All	8,202	Yes.	8,202
100	N. Y	Utica	5	5	Adv., inter. and primary		Yes.	
101	Ohio	Akron			All but high	1,300	Yes.	1,375
102	Ohio	Cincinnati			All	26,085	Yes.	26,449
103	Ohio	Cleveland			All	13,507	Yes.	13,507
104	Ohio	Columbus	15	5	All but high	5,267	Yes.	5,478
105	Ohio	Dayton	8	3			Yes.	3,602
106	Ohio	Hamilton	8	10	All	1,680	Yes.	1,680
107	Ohio	Portsmouth					Yes.	82
108	Ohio	Sandusky	1					
109	Ohio	Springfield	3		All	2,067	Yes.	
110	Ohio	Toledo	12	12	High, intermediate, & gram.	6,443	Yes.	5,271
111	Ohio	Zanesville					Yes.	1,698
112	Pa	Allegheny						
113	Pa	Allentown			High and grammar	920	No.	
114	Pa	Altoona						
115	Pa	Erie	7	2	All		Yes.	2,064
116	Pa	Harrisburgh			All	2,339	Yes.	2,339
117	Pa	Norristown		2	Grammar and high	52	Yes.	725
118	Pa	Philadelphia			All	84,000	Yes.	84,000
119	Pa	Pittsburgh			High, &c	756	Yes.	14,073
120	Pa	Reading			In all	1,000	No.	
121	Pa	Williamsport	6	4	Grammar and primary		Yes.	
122	Pa	York			All		Yes.	229
123	R. I	Newport	6	2	All	1,586	Yes.	1,498
124	R. I	Providence	70		All		Yes.	9,072
125	R. I	Warwick			Grammar		Yes.	500
126	R. I	Woonsocket	1		High		Yes.	212
127	S. C	Charleston			All		Yes.	
128	Tenn	Memphis						
129	Tenn	Nashville	52	10	Corporate and primary	800		
130	Texas	San Antonio					Yes.	877
131	Vt	Burlington						
132	Va	Alexandria					No.	
133	Va	Norfolk					No.	
134	Va	Petersburgh			All	1,135	No.	
135	Va	Portsmouth						

replies to inquiries by the United States Bureau of Education—Continued.

Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.	
105	106	107	108	109	110	
No.	.....	High, grammar, and evening	437	High	75	69
No.	.....	Forty-nine	11,931	High	70	70
No.	.....	High	14	High	.....	71
No.	.....	.....	.....	High	.....	72
No.	.....	.....	.....	High	25	73
.....	.....	.....	.....	.....	.....	74
No.	.....	.....	.....	.....	.....	75
.....	.....	.....	.....	.....	.....	76
.....	.....	Two	250	.....	.....	77
No.	.....	Grammar and primary	400	.....	.....	78
No.	.....	.....	.....	.....	.....	79
.....	.....	.....	.....	.....	.....	80
.....	.....	.....	.....	.....	.....	81
.....	.....	.....	.....	.....	.....	82
No.	.....	.....	.....	High	5	83
.....	.....	High	28	High	6	84
No.	.....	.....	.....	.....	.....	85
No.	.....	Fourteen	700	High	20	86
.....	.....	.....	.....	.....	.....	87
.....	.....	.....	.....	.....	.....	88
No.	.....	Union	43	Union	20	89
.....	.....	.....	.....	High	30	90
No.	.....	Grammar	.....	Grammar	.....	91
.....	.....	.....	.....	.....	.....	92
No.	.....	.....	.....	High	20	93
No.	.....	.....	.....	.....	.....	94
No.	.....	High, grammar, and primary	323	High	53	95
No.	.....	High	7	High	10	96
Yes.	42	High	20	High	25	97
No.	.....	High	70	High	57	98
No.	.....	.....	.....	High	30	99
No.	.....	Free academy	50	Free academy	10	100
No.	.....	.....	.....	.....	.....	101
No.	.....	In all	12,240	High	166	102
No.	.....	In all	3,561	.....	.....	103
No.	.....	High, gram., prim., & Germ'n-Eng	1,553	High	21	104
No.	.....	High and district	1,050	High	15	105
No.	.....	German-English	600	High	6	106
.....	.....	Grammar and primary	122	.....	.....	107
.....	.....	.....	450	.....	.....	108
No.	.....	In all	259	.....	.....	109
No.	.....	High, grammar, and intermediate	1,609	High, intermediate, & grammar	89	110
.....	.....	German-English	82	.....	.....	111
.....	.....	.....	.....	.....	.....	112
No.	.....	High	72	.....	.....	113
.....	.....	.....	.....	.....	.....	114
No.	.....	German and high	500	High	7	115
Yes.	12	Two special schools	196	Girls' high	8	116
No.	.....	High and grammar	40	High and grammar	35	117
No.	.....	Boys' high	572	.....	.....	118
No.	.....	High and others	400	.....	.....	119
No.	.....	High	122	High	2	120
No.	.....	High and grammar	150	.....	.....	121
No	.....	High	.....	High	.....	122
No.	.....	High	10	High	58	123
No.	.....	Polytechnic	25	High	150	124
No.	.....	.....	.....	.....	.....	125
No.	.....	High	.....	High	7	126
No.	.....	.....	.....	One	50	127
.....	.....	.....	.....	.....	.....	128
Yes.	80	High and grammar	212	High and corporate	45	129
No.	.....	Four	307	.....	.....	130
.....	.....	.....	.....	.....	.....	131
No.	.....	.....	.....	.....	.....	132
No.	.....	.....	.....	.....	.....	133
No.	.....	.....	.....	High	50	134
.....	.....	.....	.....	.....	.....	135

TABLE III.—CLASS A.—PART 4.—*School statistics of cities for* 1872*; from*

Number.	State.	Name of city.	Number of students preparing for college.	Number of students preparing for scientific course in college.	Schools in which drawing is taught.	Number of pupils in drawing.	Is vocal music taught?	Number of pupils in vocal music.
1	2	3	99	100	101	102	103	104
136	Va	Richmond						
137	W. Va	Wheeling						
138	Wis	Fond du Lac			High and grammar	300	No.	
139	Wis	Milwaukee					Yes.	
140	Wis	Oshkosh	25		Grammar		Yes.	

replies to inquiries by the United States Bureau of Education—Continued.

Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.	
105	**106**	**107**	**108**	**109**	**110**	
.....	.....	Grammar and primary	621	.....	.....	136
.....	.....	All	350	.....	.....	137
No.	.....	High	100	.....	.....	138
No.	.....	All	3,675	High	.....	139
No.	.....	High	41	.....	.....	140

Cities of Class A from which no information has been received.

State.	Name of city.	Population.
Alabama	Montgomery	10,588
Connecticut	Bridgeport	18,969
Connecticut	Waterbury	10,826
Georgia	Macon	10,810
Kentucky	Lexington	14,801
Mississippi	Vicksburgh	12,443
New Jersey	Elizabeth	20,832
North Carolina	Wilmington	13,446
Pennsylvania	Lancaster	20,233
Pennsylvania	Scranton	35,092
Texas	Galveston	13,818
Utah Territory	Salt Lake City	12,854

TABLE III.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

CLASS B.—CONTAINING OVER 5,000 AND LESS THAN 10,000 INHABITANTS.

PART 1.—Names of superintendents, the population, enrollment and attendance, and statistics of primary and grammar schools.

Number.	State.	Name of city.	Name of superintendent.	Population, census 1870.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Alabama	Selma	W. C. Ward	6,484	5-21	1,500	600	.....	.....	600	6	5	23
2	California	San José	E. A. Clark	9,089	6-15	1,891	1,647	.....	.....	972	4½ & 6	6	40
3	Connecticut	Middletown	Henry E. Sawyer (*a*)	6,923	4-16	1,549	1,311	144	48	726	5	5	42
4	....do	Stonington Borough	A. J. Foster (*b*)	6,313	4-16	300	300	.....	.....	.....	.....	.....	.....
5	Georgia	Columbus	George M. Dews	7,401	6-21	2,250	958	.....	50	712	5½	5	40
6	Illinois	Alton	E. A. Haight	8,665	6-21	2,995	1,567	.....	.....	1,473	7 & 7½	6	42
7	....do	Belleville	C. F. Noetling, school director	8,146	6-21	3,670	1,420	.....	80	1,350	7½	6	42
8	....do	Decatur	E. A. Gastman	7,161	6-21	2,406	2,075	.....	.....	1,419	6	6	36
9	....do	Elgin	C. F. Kimball	5,441	6-18	1,995	1,250	.....	27	852	7 & 7½	6	40
10	....do	Freeport	Charles C. Snyder	7,889	6-21	2,700	1,400	.....	80	1,125	7	6	40
11	....do	Galena	Samuel Hayes	7,019	6-21	3,166	.....	.....	.....	.....	7	6	40
12	....do	Jacksonville	D. H. Harris	9,203	6-21	3,338	1,629	.....	75	944	7	5½	38
13	....do	Joliet	Charles I. Parker	7,263	5-21	3,190	1,880	50	73	1,880	6	6	40
14	....do	La Salle	T. R. Grow	5,200	6-21	1,500	830	.....	.....	750	7½	6	40
15	....do	Ottawa	Will Jenkins	7,736	6-21	3,689	1,876	.....	.....	1,187	7	6	40
16	....do	Rock Island	J. F. Everett	7,890	6-21	2,581	1,700	.....	50	1,400	8	6¾	32
17	Indiana	Jeffersonville	.....	7,254	6-21	3,000	1,600	.....	.....	1,300	6½	6	40
18	....do	Logansport	Sheridan Cox	8,950	6-21	2,840	1,545	.....	65	843	6	6	38
19	....do	Richmond	James McNeill	9,445	6-21	3,840	1,934	.....	50	1,467	7½	6	36
20	....do	South Bend*	D. A. Ewing	7,206	6-21	2,450	831	.....	.....	669	.....	.....	.....
21	....do	Vincennes	Anson W. Jones	5,410	6-21	2,194	1,123	.....	200	675	6	5½	40
22	Iowa	Cedar Rapids	T. H. Smith	5,940	5-21	.....	1,040	198	200	673	6	5	36
23	....do	Clinton	Henry Sabin	6,129	5-21	2,130	1,882	120	30	1,258	6	6	40
24	....do	Iowa City*	Mrs. H. S. Lane	5,914	5-21	1,635	664	.....	.....	.....	.....	.....	.....
25	....do	Muscatine	F. M. Witler	6,718	5-21	2,423	1,150	52	25	937	6	5	42
26	....do	Ottumwa	L. M. Hastings	5,214	5-21	2,037	850	100	10	755	6	6	40
27	Kansas	Atchison	R. H. Jackson	7,054	5-21	2,620	1,116	90	40	682	7	5½	40
28	....do	Lawrence	W. C. Rote	8,320	5-21	2,448	1,915	27	36	1,169	7½	6	36
29	....do	Topeka	W. H. Butterfield	5,790	5-21	2,236	1,179	.....	81	1,602	7½	6	36
30	Maine	Auburn	E. S. Packard, chair'n school board	6,169	4-21	2,093	1,241	200	200	1,051	8	6	33

TABLE III.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

CLASS B.—CONTAINING OVER 5,000 AND LESS THAN 10,000 INHABITANTS.

PART 1.—Names of superintendents, the population, enrollment, and attendance, and statistics of primary and grammar schools.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Teachers.			Pupils.				Teachers.			Pupils.			
				Number of.	Male.	Female.	Total.	Male.	Female.	Total.	Number of.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	Alabama	Selma	W. C. Ward	2	.....	.....	.....	.....	.....	.....	.....	4	12	16	.....	.....	.....
2	California	San José	E. A. Clark	16	.....	16	16	.....	.....	.....	.....	4	3	1	4	.....	.....	.....
3	Connecticut	Middletown	Henry E. Sawyer (*a*)	3	.....	12	12	.....	.....	379	1	.....	5	5	.....	.....	199
4	....do	Stonington Borough	A. J. Foster (*b*)	6	.....	4	4	75	80	150	2	1	2	3	.....	.....	.....
5	Georgia	Columbus	George M. Dews	4	1	10	11	230	245	475	2	1	4	5	80	90	170
6	Illinois	Alton	E. A. Haight	12	.....	12	12	232	253	485	3	.....	3	3	167	179	346
7	....do	Belleville	C. F. Noetling, school director	24	1	23	24	580	525	1,105	3	3	2	5	92	78	170
8	....do	Decatur	E. A. Gastman	15	.....	15	15	453	447	900	8	2	7	9	161	224	385
9	....do	Elgin	C. F. Kimball	12	.....	13	13	334	274	608	2	1	3	4	67	74	141
10	....do	Freeport	Charles C. Snyder	17	.....	17	17	507	606	1,113	2	.....	4	4	81	94	175
11	....do	Galena	Samuel Hayes	13	1	12	13	.....	.....	473	2	1	1	2	30	25	55
12	....do	Jacksonville	D. H. Harris	7	.....	18	18	300	300	600	4	1	11	12	130	164	294
13	....do	Joliet	Charles I. Parker	7	.....	17	17	680	619	1,299	2	.....	6	6	182	159	341
14	....do	La Salle	T. R. Grow	3	.....	9	9	.....	.....	.....	1	1	2	3	.....	.....	.....
15	....do	Ottawa	Will Jenkins	17	.....	14	14	.....	.....	.....	14	3	12	15	.....	.....	.....
16	....do	Rock Island	J. F. Everett	.....	.....	c15	15	300	350	650	1	.....	8	8	190	210	400
17	Indiana	Jeffersonville		9	1	8	9	325	275	600	8	.....	8	8	275	225	500
18	....do	Logansport	Sheridan Cox	18	2	16	18	356	270	626	2	.....	2	2	40	47	87
19	....do	Richmond	James McNeill	22	.....	23	23	531	542	1,073	10	.....	10	10	127	181	308
20	....do	South Bend*	D. A. Ewing	6	4	24	28	.....	.....	.....	1	3	1	4	45	40	85
21	....do	Vincennes	Anson W. Jones	8	4	15	19	.....	.....	.....	*d*	1	3	4	71	80	151
22	Iowa	Cedar Rapids	T. H. Smith	12	.....	12	12	.....	.....	.....	3	.....	3	3	.....	.....	.....
23	....do	Clinton	Henry Sabin	19	.....	19	19	412	500	912	.....	.....	6	6	66	180	246
24	....do	Iowa City*	Mrs. H. S. Lane	16	.....	5	5	129	86	215	1	.....	2	2	18	31	49
25	....do	Muscatine	F. M. Witler	14	.....	14	14	.....	.....	773	3	1	5	6	.....	.....	277
26	....do	Ottumwa	L. M. Hastings	6	.....	6	6	240	200	440	4	1	3	4	140	120	260
27	Kansas	Atchison	R. H. Jackson	e10	.....	10	10	463	421	884	4	.....	4	4	94	93	187
28	....do	Lawrence	W. C. Rote	14	2	14	16	439	411	850	5	2	3	5	136	146	282
29	....do	Topeka	W. H. Butterfield	6	.....	10	10	.....	.....	.....	.....	2	9	11	.....	.....	.....
30	Maine	Auburn	E. S. Packard, chair'n school board	.....	.....	.....	.....	*f*381	455	836	.....	1	6	7	118	177	295

TABLE III.—CLASS B.—PART 1.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Population, census 1870.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
31	Maine	Bath	Samuel F. Dike	7,371	4-21	3,075	1,884	324	184	1,679	8	6	40
32	....do	Belfast	Rev. Wooster Parker, supervisor	5,278	4-21	1,755	1,056	85	58	840	6	6	36
33	....do	Calais	W. J. Cortheli	5,944	4-21	2,571	1,561	86	107	1,311	8	6	40
34	....do	Rockland	A. L. Tyler	7,074	4-21	2,432	1,659	190	132	1,556	6	6	34
35	Michigan	Adrian	W. H. Payne	8,438	5-20	2,650	1,495	.....	.....	1,121	4½	4½	40
36	....do	Ann Arbor	Walter S. Perry	7,363	5-20	2,395	2,310	153	311	1,269	7¼	5½	40
37	....do	Battle Creek	S. Montgomery	5,838	5-20	1,581	1,525	115	87	1,075	4–5	4–5	40
38	....do	Bay City	D. C. Scoville	7,064	5-20	2,428	1,948	164	41	1,069	6	6	40
39	....do	Flint	Zelotes Truesdel	5,386	5-20	2,191	1,987	161	145	.....	7½	5½	40
40	....do	Lansing	E. V. W. Brokaw	5,241	5-20	1,656	1,042	57	53	972	6	5¼	40
41	....do	Muskegon	O. B. Curtis	6,002	5-20	1,933	1,747	105	150	770	7½	6	40
42	....do	Port Huron	John C. Magill	5,973	5-20	2,415	1,538	.....	.....	876	7	5	40
43	Minnesota	Saint Anthony*	E. W. B. Harvey	5,013	5-21	1,800	1,200	.....	.....	1,000	.....	.....	.....
44	....do	Winona	F. M. Dodge	7,192	5-21	2,427	1,414	66	26	954	7½	6	40
45	Nebraska	Nebraska City	Eli Huber	6,050	5-21	1,200	.....	.....	.....	.....	6	5 1-6	40
46	New Hampshire	Dover*	J. B. Stevens, jr	9,294	4-21	1,937	1,865	.....	.....	1,270	.....	.....	.....
47	New Jersey	Bridgeton	Robert W. Elmer, M. D	6,839	5-18	2,243	1,675	.....	.....	923	6	6	44
48	....do	Millville	R. M. Atwater	6,101	5-18	2,050	1,537	.....	.....	689	6	5½	42
49	....do	Orange	Dr. W. H. Stockwell	9,348	5-18	2,454	1,205	.....	.....	.....	4½–5	4½	40
50	....do	Plainfield*	C. H. Stillman	5,095	5-18	1,200	925	.....	.....	580	.....	.....	.....
51	New York	Hudson	Cyrus Macy	8,615	5-21	3,421	1,716	247	184	985	6	.....	44
52	Ohio	Canton	Daniel Worley	8,669	6-21	3,071	1,592	.....	48	1,112	5½	5	40
53	....do	Chillicothe	J. H. Brenneman	8,920	6-21	4,084	2,031	.....	321	1,746	6	5⅓	42
54	....do	Circleville	C. S. Smart	5,407	6-21	2,449	1,593	.....	152	1,100	6	5½	40
55	....do	Fremont	W. W. Ross	5,455	6-21	*g*1,906	1,080	.....	50	.....	7⅓	6	40
56	....do	Ironton	A. M. Van Dyke	5,686	6-21	2,787	1,676	.....	213	1,458	7½	6	38
57	....do	Mansfield*	.....	8,029	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	....do	Massillon	Edmund A. Jones (*a*)	5,185	5-21	2,011	998	.....	68	713	7½	6	41
59	....do	Newark*	C. A. Snow	6,698	5-21	.....	1,134	.....	.....	1,082	.....	.....	.....
60	....do	Piqua	W. Richardson	5,967	5-21	3,200	975	35	70	900	6	6	36
61	....do	Pomeroy	W. Watkins	5,824	5-21	2,017	1,529	.....	64	862	6	6	40
62	....do	Steubenville	Martin R. Andrews	8,107	5-21	3,656	1,734	.....	.....	1,193	6½–7½	6	40
63	....do	Tiffin	H. B. Furness	5,648	5-21	2,098	889	.....	21	636	6	6	40

TABLE III.—CLASS B.—PART 1.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
					Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
31	Maine	Bath	Samuel F. Diko	10	.....	18	18	443	470	913	4	2	10	12	284	332	616
32	....do	Belfast	Rev. Wooster Parker, supervisor	2	.....	2	2	60	80	140	2	....	4	4	80	100	180
33	....do	Calais	W. J. Corthell	10	.....	10	10	364	530	894	7	2	6	8	316	410	726
34	....do	Rockland	A. L. Tyler	13	.....	13	13	.....	.....	601	c10	2	11	13	.....	.....	499
35	Michigan	Adrian	W. H. Payne	10	.....	10	10	.....	.....	463	c14	....	14	14	.....	.....	563
36	....do	Ann Arbor	Walter S. Perry	5	.....	21	21	422	394	816	1	....	6	6	131	116	247
37	....do	Battle Creek	S. Montgomery	19	.....	19	19	.....	.....	814	4	....	4	4	.....	.....	164
38	....do	Bay City	D. C. Scoville	c7	.....	14	14	315	356	671	2	1	4	5	32	38	70
39	....do	Flint	Zelotes Truesdel	15	.....	16	16	360	410	770	4	1	4	5	81	89	170
40	....do	Lansing	E. V. W. Brokaw	12	.....	17	17	304	464	768	3	....	4	4	71	93	164
41	....do	Muskegon	O. B. Curtis	11	.....	11	11	537	452	989	4	....	4	4	242	215	457
42	....do	Port Huron	John C. Magill	13	.....	13	13	.....	.....	622	4	....	6	6	.....	.....	219
43	Minnesota	Saint Anthony*	E. W. B. Harvey	5	.....	14	14	.....	.....	.....	3	.....	.....	.....	.....	.....	.....
44	....do	Winona	F. M. Dodge	9	.....	9	9	298	344	642	4	....	4	4	76	79	155
45	Nebraska	Nebraska City	Eli Huber	9	.....	9	9	227	217	444	7	1	6	7	104	105	209
46	New Hampshire	Dover*	J. B. Stevens, jr	31	.....	.....	28	.....	.....	.....	3	1	4	5	.....	.....	.....
47	New Jersey	Bridgeton	Robert W. Elmer, M. D	c7	2	12	14	.....	.....	600	3	2	5	7	.....	.....	328
48	....do	Millville	R. M. Atwater	19	1	18	19	.....	.....	.....	6	2	4	6	.....	.....	.....
49	....do	Orange	Dr. W. H. Stockwell	5	....	10	10	.....	.....	.....	2	1	7	8	.....	.....	.....
50	....do	Plainfield	C. H. Stillman	1	.....	9	9	184	146	330	1	....	4	4	89	71	160
51	New York	Hudson	Cyrus Macy	3	.....	9	9	278	294	572	3	2	9	11	201	212	413
52	Ohio	Canton	Daniel Worley	11	.....	11	11	395	347	742	5	4	5	9	141	129	270
53	....do	Chillicothe	J. H. Brenneman	38	1	37	38	887	987	1,874	2	2	2	4	47	52	99
54	....do	Circleville	C. S. Smart	12	2	11	13	440	470	910	4	2	3	5	100	104	204
55	....do	Fremont	W. W. Ross	c14	1	11	12	289	270	559	2	....	3	3	47	29	76
56	....do	Ironton	A. M. Van Dyke	21	3	18	21	453	442	895	3	....	3	3	53	69	122
57	....do	Mansfield*		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	....do	Massillon	Edmund A. Jones (*a*)	5	.....	7	7	211	198	409	4	1	4	5	94	122	216
59	....do	Newark*	C. A. Snow	22	2	20	22	539	413	952	2	....	2	2	38	48	86
60	....do	Piqua	W. Richardson	11	.....	11	11	.....	.....	.....	3	2	4	6	150	170	320
61	....do	Pomeroy	W. Watkins	h19	4	14	18	466	372	778	.....	.....	.....	.....	.....	.....	.....
62	....do	Steubenville	Martin R. Andrews	19	3	18	21	504	494	998	2	1	4	5	58	69	127
63	....do	Tiffin	H. B. Furness	9	.....	9	9	173	196	369	5	2	3	5	89	96	185

TABLE III.—CLASS B.—PART 1.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Population, census 1870.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
64	Ohio	Wooster	L. V. Dodge	5,419	5-21	2,839	1,041	74	52	825	7	5½	40
65	....do	Xenia	George S. Ormsby	6,377	5-21	2,300	1,252	.....	99	854	7	6	40
66	Oregon	Portland	T. L. Eliot, county superintendent	8,293	4-20	2,856	*i*1,967	*i*134	*i*124	*i*1,649	7	6	40
67	Pennsylvania	Carbondale	Matthew G. Neary	6,393	6-21	3,000	1,678	72	40	960	6	5½	32
68	....do	Chester	A. A. Meader	9,485	6-21	2,000	1,150	.....	30	950	7¾–8½	6	40
69	....do	Corry	A. B. Crandall, dist. sup't	6,809	6-21	1,355	1,355	.....	100	967	.....	6	40
70	....do	Loekhaven	A. N. Raub	6,986	6-21	1,800	1,468	.....	30	1,320	5¾	5¾	35
71	....do	Meadville	George W. Haskins	7,103	6-21	.....	1,239	.....	.....	906	.....	5½	36
72	....do	Titusville	H. C. Bosley	8,639	6-21	1,500	1,050	.....	.....	828	.....	5½	40
73	Texas	Houston	Henry Cline (*j*)	9,382	6-18	2,971	.....	.....	.....	.....	7	5	42
74	Virginia	Lynchburgh	Abram F. Biggers	6,825	5-21	3,272	1,247	.....	.....	801	6½	5½	43
75	West Virginia	Parkersburgh	S. H. Peirsol, county sup't	5,546	6-21	1,709	1,260	.....	200	912	6	5	36
76	Wisconsin	Janesville	Warren D. Parker	8,789	4-20	3,553	1,783	390	130	1,150	6	6	40
77	....do	La Crosse	M. F. Varney	7,785	4-21	3,256	2,021	671	494	.....	7	6	40
78	....do	Madison	Walter H. Chase	9,176	5-20	3,963	2,441	94	237	1,248	8	6	37
79	....do	Manitowoe	Michael Kirwan	5,168	4-20	2,441	1,248	*k*662	*l*519	658	6	5	40
80	....do	Raeine	D. W. Emerson, county sup't	9,880	4-20	3,916	2,316	177	146	1,544	6	5½	40
81	....do	Sheboygan	Godfrey Staurns	5,310	4-20	2,420	1,181	375	520	936	7	5½	40
82	....do	Watertown	William H. Rohr	5,364	4-20	3,633	1,200	.....	84	1,000	7	6	40

* From last report.
a Also principal of high school.
b Principal of Stonington Classical Institute.
c Including 8 teachers in intermediate schools.
d Intermediate schools.
e Including intermediate or secondary schools.
f Including mixed schools.
g Between 5 and 21 years.

TABLE III.—CLASS B.—PART 1.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
					Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
64	Ohio	Wooster	L. V. Dodge	11	.....	15	15	313	338	651	1	....	3	3	50	63	113
65	....do	Xenia	George S. Ormsby	16	.....	16	16	389	393	782	2	....	2	2	37	41	78
66	Oregon	Portland	T. L. Eliot, county superintendent	12	.....	12	12	297	274	571	5	5	4	9	199	170	369
67	Pennsylvania	Carbondale	Matthew G. Neary	8	1	12	13	727	724	1,451	3	2	2	4	61	110	171
68	....do	Chester	A. A. Meader	20	.....	20	20	502	471	973	2	....	3	3	47	62	109
69	....do	Corry	A. B. Crandall, dist. sup't	4	.....	4	4	105	125	230	13	....	13	13	300	389	689
70	....do	Lockhaven	A. N. Raub	*c*18	4	14	18	615	568	1,183	4	4	.....	4	100	110	210
71	....do	Meadville	George W. Haskins	4	.....	4	4	223	229	452	2	....	15	15	344	351	695
72	....do	Titusville	H. C. Bosley	11	.....	12	12	286	283	569	4	....	4	4	102	96	198
73	Texas	Houston	Henry Cline (*j*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74	Virginia	Lynchburgh	Abram F. Biggers	4	1	9	10	211	245	456	4	5	3	8	140	166	306
75	West Virginia	Parkersburgh	S. H. Peirsol, county sup't	.....	.....	.....	.....	.....	.....	.....	5	5	3	8	300	400	700
76	Wisconsin	Janesville	Warren D. Parker	11	.....	18	18	451	431	882	2	....	5	5	88	75	163
77	....do	La Crosse	M. F. Varney	4	.....	10	10	.....	.....	.....	4	3	5	8	.....	.....	.....
78	....do	Madison	Walter H. Chase	11	.....	11	11	407	347	754	8	....	8	8	207	215	422
79	....do	Manitowoc	Michael Kirwan	6	.....	8	8	.....	.....	.....	*d*4	1	4	5	.....	.....	.....
80	....do	Racine	D. W. Emerson, county sup't	17	.....	18	18	503	486	989	*e*7	4	3	7	221	232	453
81	....do	Sheboygan	Godfrey Staurns	4	2	8	10	400	440	840	2	1	4	5	115	125	240
82	....do	Watertown	William H. Rohr	14	10	4	14	460	425	885	4	2	2	4	126	110	236

h Including 1 grammar school.
i Including private schools.
j Inspector public free schools for Harris and Montgomery Counties.
k Between 4 and 7 years of age.
l Between 15 and 20 years of age.

TABLE III.—*School statistics of cities for* 1872; *from replies to*

CLASS B.—CONTAINING OVER 5,000 AND LESS

PART 2.—Statistics of high, evening, 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	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	Ala	Selma														
2	Cal	San José	1	1		1										
3	Conn	Middletown	1	2	3	5			149							
4	Conn	Stonington, (boro')	1						45							
5	Ga	Columbus	1		1	1	6	14	20	1		1	1	25		25
6	Ill	Alton	3	1	3	4	39	62	101							
7	Ill	Belleville	1	2		2	40	35	75							
8	Ill	Decatur	1	1	3	4	58	76	134							
9	Ill	Elgin	1	1	2	3	22	36	58							
10	Ill	Freeport	1	2	2	4	50	60	110							
11	Ill	Galena	1	2	1	3	17	42	59							
12	Ill	Jacksonville	1	1	2	3	260	285	545							
13	Ill	Joliet		1	5	6	106	134	240							
14	Ill	La Salle	2	1	2	3				3						
15	Ill	Ottawa	1	1	1	2	25	28	53							
16	Ill	Rock Island	1		2	2	15	70	85							
17	Ind	Jeffersonville	1	2	2	4	60	140	200							
18	Ind	Logansport	1	1	3	4	36	29	65							
19	Ind	Richmond	1		3	3	25	55	80							
20	Ind	South Bend*	1	3	1	4	50	40	90	1	1		1	15	10	25
21	Ind	Vincennes	2	5	1	6	40	60	100	1	1		1	20	6	26
22	Iowa	Cedar Rapids	1	1	1	2										
23	Iowa	Clinton			2	2	30	70	100							
24	Iowa	Iowa City*	1		1	1	21	35	56	5		11	11	154	175	329
25	Iowa	Muscatine	1	1	1	2	32	68	100							
26	Iowa	Ottumwa	1	2		2	25	30	55							
27	Kans	Atchison	1		1	1	32	13	45							
28	Kans	Lawrence	1	1	2	3	21	14	35							
29	Kans	Topeka		2		2										
30	Me	Auburn		2	1	3	45	65	110							
31	Me	Bath	1	2	2	4	57	93	150							
32	Me	Belfast	1	1	1	2	27	38	65							
33	Me	Calais	1	1	2	3	24	61	85							
34	Me	Rockland	1	1	2	3			97							
35	Mich	Adrian	1	2	3	5			95							
36	Mich	Ann Arbor	1	3	3	6	113	93	206							
37	Mich	Battle Creek	2	1	3	4			96							
38	Mich	Bay City	1	1	2	3	28	23	51							
39	Mich	Flint	1	2	2	4	72	56	128							
40	Mich	Lansing	1	1	2	3	17	23	40							
41	Mich	Muskegon	1	1	1	2	35	46	81							
42	Mich	Port Huron	1	2	1	3			35							
43	Minn	Saint Anthony*	1		1	1										
44	Minn	Winona	1	1	1	2	34	37	71							
45	Neb	Nebraska City	2	1	1	2	21	37	58							
46	N. H.	Dover*	1	1	2	3			134							
47	N. J.	Bridgeton														
48	N. J.	Millville								2	2	2	4	75		75
49	N. J.	Orange	1	2	1	3										
50	N. J.	Plainfield*	1	4	3	7	50	40	90							
51	N. Y.	Hudson														
52	Ohio	Canton	1	1	2	3	17	33	50							
53	Ohio	Chillicothe	1	1	2	3	23	35	58							
54	Ohio	Circleville	2	1	1	2	17	28	45							
55	Ohio	Fremont	1	1	2	3	16	32	48							
56	Ohio	Ironton	1	1		1	7	32	39							
57	Ohio	Mansfield														
58	Ohio	Massillon	1	1	1	2	18	22	40							
59	Ohio	Newark*	2	1	1	2	21	23	44							
60	Ohio	Piqua	1	1	1	2	30	50	80							
61	Ohio	Pomeroy	1	1		1	11	13	24							
62	Ohio	Steubenville	1	2	2	4	22	46	68							
63	Ohio	Tiffin	1		2	2	10	15	25							
64	Ohio	Wooster	1	1	2	3	18	43	61							
65	Ohio	Xenia	1	2	1	3	41	31	72							
66	Oreg	Portland	1	2	1	3	48	32	80							
67	Pa	Carbondale	1	1	1	2	20	36	56							

inquiries by the United States Bureau of Education—Continued.

THAN 10,000 INHABITANTS—Continued.

and other schools, and grand total of schools.

Ungraded and other 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.	
43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	1
																					1
														*a*22	6	17	23	945	946	1,891	2
														5	3	20	25			727	3
																					4
							1	1		1	1	21	22	9	3	15	18	342	372	712	5
														19	2	19	21			1,473	6
														28	6	25	31	712	638	1,350	7
														24	3	25	28	672	747	1,419	8
1	3	4	7	66	55	121								16	5	22	27	489	439	928	9
														20	2	23	25	639	761	1,400	10
														16	4	14	18			523	11
9	35	35	70			1,000								21	32	66	98	906	948	1,854	12
16	1	28	29	657	611	1,268								*b*10	1	28	29	968	912	1,880	13
														9	2	13	15	455	375	830	14
														32	4	27	31			1,187	15
																25	25	600	700	1,300	16
														18	3	18	21	660	640	1,300	17
														21	4	20	24	795	750	1,545	18
														33	1	34	35	683	778	1,461	19
														9	11	26	37	110	90	200	20
														12	10	19	29			1,125	21
							*c*1	1	1	2	7	18	25	16	1	16	17	420	640	1,060	22
															1	29	30	558	700	1,258	23
														16		19	19	332	327	649	24
														18	2	20	22			937	25
														11	3	9	12	405	350	755	26
														15		15	15	589	527	1,116	27
														20	5	19	24	597	572	1,169	28
																					29
														37				544	697	1,241	30
														15	4	30	34	784	895	1,679	31
														5	1	7	8	167	218	385	32
3		3	3	47	117	164								21	3	20	23	761	800	1,561	33
														*d*25	4	29	33			1,211	34
														25	2	28	30			1,121	35
														7	3	30	33	666	603	1,269	36
														25	1	27	28			1,075	37
														*e*14	4	24	28	477	592	1,069	38
															3	22	25			1,068	39
														16	1	23	24	392	580	972	40
4	1	3	4	112	108	220								20	2	19	21	926	821	1,747	41
														18	2	20	22			876	42
																					43
														*f*21	1	21	22	560	668	1,228	44
														18	2	16	18	352	359	711	45
																					46
														10	4	17	21			923	47
														25	3	22	25			1,537	48
5	3	19	22											13	3	37	40				49
														3	4	16	20	323	257	680	50
														6	2	18	20	479	506	985	51
														17	5	18	23	553	509	1,062	52
														41	4	41	45	957	1,074	2,031	53
4		4	4	12	20	32								22	5	19	24	569	622	1,191	54
														17	2	16	18	352	331	683	55
2	1	2	3	89	97	186								27	5	23	28	602	640	1,242	56
																					57
														*g*11	3	12	15	348	365	713	58
														26	3	23	26	598	484	1,082	59
														15	3	16	19			900	60
														20	5	15	20	417	385	802	61
														22	6	24	30	584	609	1,193	62
														*d*16	3	15	18	311	325	636	63
														13	1	20	21	381	444	825	64
														19	2	19	21	467	465	932	65
*h*7	12	27	39	237	392	629								25	19	44	63	781	868	1,649	66
														12	4	15	19	808	870	1,678	67

TABLE III.—CLASS B.—PART 2.—*School statistics of cities for* 1872; *from*

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	29	30	31	32	33	34	35	36	37	38	39	40	41	42
68	Pa.	Chester	1	1	1	2	15	40	55							
69	Pa.	Corry	1		1	1	20	28	48							
70	Pa.	Lockhaven	2	1	1	2	30	45	75							
71	Pa.	Meadville	1		3	3	26	66	92							
72	Pa.	Titusville	1		2	2	25	36	61							
73	Tex.	Houston														
74	Va.	Lynchburgh	2	4		4	14	25	39							
75	W. Va.	Parkersburgh	4	2	3	5	104	201	305							
76	Wis.	Janesville	1	1	4	5	32	73	105							
77	Wis.	La Crosse	1	3	1	4										
78	Wis.	Madison	1	1	2	3	24	48	72							
79	Wis.	Manitowoc	*j*4	3	1	4										
80	Wis.	Racine	1	1	2	3	40	62	102							
81	Wis.	Sheboygan	1	1	1	2	48	50	98							
82	Wis.	Watertown	2	1	1	2	30	70	100	1	2		2		75	75

* From last report.
a Including 1 colored school.
b Not including corporate schools.
c A private institution.
d Including one unclassified school.
e Including 4 junior schools.

replies to inquiries by the United States Bureau of Education—Continued.

Ungraded and other 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.	
43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	1
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	25	1	24	25	564	573	1,137	68
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	18	....	18	18	654	701	1,355	69
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	24	9	15	24	745	723	1,468	70
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	22	....	22	22	593	646	1,239	71
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	16	....	18	18	413	415	828	72
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	14	5	21	26	.....	.....	1,228	73
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	10	10	12	22	365	436	801	74
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	9	5	24	29	685	1,024	1,709	75
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	14	1	27	28	571	579	1,150	76
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	413	6	26	32	.....	.....	.....	77
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	20	1	23	24	638	610	1,248	78
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	14	4	13	17	.....	.....	658	79
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	25	5	23	28	764	780	1,544	80
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	7	4	12	16	559	622	1,181	81
....	....	....	....	....	....	.....	....	....	....	....	....	....	....	21	15	7	22	616	680	1,296	82

f Including 7 secondary schools.
g Including irregular department of day school.
h Including 2 private schools.
i Including 4 intermediate schools.
j Principal departments.

TABLE III.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

CLASS B.—CONTAINING OVER 5,000 AND LESS THAN 10,000 INHABITANTS—Continued.

PART 3.—School finances—income and expenditure.

Number.	State.	Name of 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	64	65	66	67	68	69	70
1	Ala...	Selma		$1,966 66		$8,500 00		$4,500 00	$14,966 66
2	Cal...	San José	$6,407 99	5,719 39	$8,591 60		$15,109 89	6,716 45	42,545 32
3	Conn.	Middletown	7,119 38	2,463 50		629 22	15,864 70	16,976 06	43,072 86
4	Conn.	Stonington, (borough)	300 00	300 00		450 00			
5	Ga....	Columbus					8,500 00	2,077 00	10,577 00
6	Ill....	Alton		2,704 45	249 00		17,474 41	1,550 39	21,978 25
7	Ill....	Belleville*	5,990 61	2,834 50		31,400 62	27,000 00		67,225 79
8	Ill....	Decatur		1,494 19			33,819 71	500 00	35,813 90
9	Ill....	Elgin	374 91	1,441 25		566 73	10,824 82		13,207 71
10	Ill....	Freeport	3,393 81	2,336 00			15,966 60	8,116 42	29,813 43
11	Ill....	Galena	3,940 38	2,366 51	455 50		4,764 13	120 29	11,646 81
12	Ill....	Jacksonville	889 59	2,226 30			32,120 00		35,235 89
13	Ill....	Joliet		3,000 00			12,000 00		15,000 00
14	Ill....	La Salle	3,000 00	1,200 00			10,000 00		14,200 00
15	Ill....	Ottawa		1,734 00			20,000 00	208 00	21,942 00
16	Ill....	Rock Island		1,767 04			31,062 10	3 33	32,832 47
17	Ind...	Logansport	800 77	6,656 98			8,322 00		15,779 75
18	Ind...	Richmond	1,870 70	7,703 37	1,500 00	1,500 00	6,331 21		18,905 28
19	Ind...	South Bend*	1,200 00	6,000 00	3,000 00	1,200 00	812 00		12,212 00
20	Ind...	Vincennes	5,000 00	4,800 00		4,000 00	1,200 00		15,000 00
21	Iowa..	Cedar Rapids							
22	Iowa..	Clinton	723 46	62,662 94			28,015 07		31,401 37
23	Iowa..	Iowa City*							
24	Iowa..	Muscatine							
25	Iowa..	Ottumwa	3,655 32	1,816 90			14,187 98		19,660 20
26	Kans.	Atchison	10,554 18	2,131 50			18,928 38	240 23	31,854 29
27	Kans.	Lawrence	1,909 90	63,755 52			20,500 00	18,661 00	44,826 42
28	Kans.	Topeka	4,301 99	3,849 95			16,060 85		24,212 79
29	Me....	Auburn		1,500 00			13,500 00	25 00	15,025 00
30	Me....	Bath	436 41	4,042 74			19,447 59	4,000 00	27,926 74
31	Me....	Belfast		141 60			7,200 00		7,341 00
32	Me....	Calais		3,000 00		130 00	9,000 00		12,130 00
33	Me....	Rockland	418 91	2,528 03			11,000 00	108 00	14,054 94
34	Mich.	Adrian	1,568 55	1,330 56			24,733 75	28,667 55	56,300 41
35	Mich.	Ann Abbor		1,170 72	3,419 89	2,778 00	22,670 00	14,281 09	44,319 70

36	Mich.	Battle Creek	474 29	861 12	1,909 25		34,376 49	1,140 18	38,761 33
37	Mich.	Bay City	1,603 59	3,417 01			26,400 00	20 00	31,440 60
38	Mich.	Flint	660 00	964 00		1,964 00	9,140 00	215 00	12,943 00
39	Mich.	Lansing	3,675 28	710 88			11,850 00	266 00	16,502 16
40	Mich.	Muskegon	5,755 55	886 55		3,360 00	10,834 50	3 00	20,839 60
41	Mich.	Port Huron	3,582 00	1,019 47	1,926 20		18,000 00		24,527 67
42	Minn.	Saint Anthony*		2,200 00			7,000 00		9,200 00
43	Minn.	Winona	6,610 84	3,702 49			14,586 52	109 75	25,009 60
44	Neb..	Nebraska City	233 87	2,065 75			4,036 44	1,653 15	7,989 21
45	N. H..	Dover*	405 01	574 38			18,417 50		18,991 88
46	N. J..	Bridgeton	63 49	9,985 08		7,912 28		135 00	18,095 85
47	N. J..	Millville	7,597 13	9,776 44			7,626 43		25,000 00
48	N. J..	Orange		11,000 00		8,000 00		320 18	19,320 18
49	N. J..	Plainfield*	2,352 89	526 80		1,106 07	15,125 69	19,111 45	38,222 90
50	N. Y..	Hudson	2,039 69	4,502 99			6,000 00		12,542 68
51	Ohio..	Canton	3,230 20	4,023 60			15,146 21	456 90	22,856 91
52	Ohio..	Chillicothe	31,319 94	6,143 79	23,541 52	5,000 00	5,919 89	249 25	72,174 39
53	Ohio..	Circleville	21,932 39	3,706 71		16,899 15		10 20	42,548 45
54	Ohio..	Fremont	4,039 84	590 00			12,656 92	201 75	17,488 51
55	Ohio..	Ironton	1,797 39	3,444 60			e15,220 25	952 10	21,424 34
56	Ohio..	Massillon	4,088 30	2,891 45			12,737 15	9,994 84	29,711 74
57	Ohio..	Newark*							
58	Ohio..	Piqua							
59	Ohio..	Pomeroy	4,256 26	2,896 60			10,078 35	63 22	17,294 43
60	Ohio..	Steubenville	3,813 97	5,057 98			37,844 52		46,716 47
61	Ohio..	Tiffin	1,485 67	2,937 20	35 57	10,000 00	14,838 96	17 62	29,315 02
62	Ohio..	Wooster	12,170 85	3,995 63			7,749 74	509 89	24,426 11
63	Ohio..	Xenia		3,029 22			19,206 92		22,236 14
64	Oreg..	Portland	8,503 99	2,613 42	9,028 26		19,213 00		39,358 67
65	Pa....	Carbondale	1,013 88	536 64		16 70	9,429 26		10,996 48
66	Pa....	Chester	988 17	1,109 79			17,205 74	130 50	19,434 20
67	Pa....	Corry		530 00			16,544 50	14,595 04	31,669 54
68	Pa....	Lockhaven		1,184 82			18,117 06	1,226 95	20,528 83
69	Pa....	Meadville		1,161 12			24,218 19	2,917 61	28,296 92
70	Pa....	Titusville	27 18	606 92			26,070 09	15,326 64	42,030 83
71	Va....	Lynchburgh	2,119 07	2,846 64		40,973 80		2,204 73	48,144 24
72	W.Va.	Parkersburgh	3,333 90	1,902 00	16,000 00			1,000 00	22,235 90
73	Wis..	Janesville		1,499 96	2,340 00	600 00	10,000 00		14,439 96
74	Wis..	La Crosse	4,759 76	1,185 21	1,157 13		23,000 00	843 25	30,945 35
75	Wis..	Madison	3,507 33	1,469 13			21,721 24	131 00	26,828 70
76	Wis..	Manitowoc	10,507 49	843 73	1,189 77	2,490 00	11,661 30	21,144 76	47,837 05
77	Wis..	Racine		1,514 37	2,500 00		15,000 00	650 53	19,664 90
78	Wis..	Sheboygan	1,986 09	878 28	1,000 00		7,286 50	156 87	11,307 74
79	Wis..	Watertown	3,645 28	1,414 14	1,119 33	569 75	5,471 00		12,219 50

* From last report.
b State and county fund.
e Including local fund.

TABLE III.—CLASS B.—PART 3.—*School statistics of cities for* 1872 *; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	EXPENDITURE.									
			Permanent.		Current.							
			Sites and buildings.	Libraries and apparatus.	Salaries of superintendents.	Salaries of teachers.	Fuel, lights, &c.	Rent.	Repairs.	Stationery and school books.	Miscellaneous expenses.	Total.
1	2	3	71	72	73	74	75	76	77	78	79	80
1	Ala...	Selma	.....	$150 00	.....	.....	.....	.....	.....	.....	$1,400 00	$1,550 00
2	Cal....	San José	$14,973 66	437 83	$496 66	$18,086 25	$1,863 51	$30 00	$289 68	$759 52	2,122 01	38,879 12
3	Conn .	Middletown	16,666 51	141 35	*a*225 00	11,203 00	1,095 00	4,504 94	1,029 76	344 91	1,762 15	36,972 62
4	Conn .	Stonington, (borough)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Ga....	Columbus	.....	.....	1,925 00	5,975 00	.....	72 60	900 00	1,043 68	661 32	10,577 00
6	Ill	Alton	.....	.....	1,900 00	9,664 20	.....	180 00	1,414 31	.....	7,652 41	20,810 97
7	Ill	Belleville*	721 84	.....	1,800 00	15,848 49	854 05	520 00	1,650 66	177 63	2,109 87	23,682 74
8	Ill	Decatur	222 54	.....	1,800 00	13,190 05	3,221 60	.....	375 60	131 11	.....	18,940 90
9	Ill	Elgin	1,486 80	125 00	200 00	9,894 75	1,030 20	.....	815 98	.....	930 00	14,484 73
10	Ill	Freeport	1,773 66	253 00	1,500 00	10,517 00	1,606 83	.....	282 50	97 33	2,452 95	18,483 27
11	Ill	Galena	.....	.....	1,000 00	6,715 00	2,307 01	.....	452 85	.....	65 00	10,539 86
12	Ill	Jacksonville	10,526 60	.....	1,800 00	18,461 20	955 09	.....	930 66	75 00	.....	32,748 55
13	Ill	Jolict	1,500 00	450 00	1,800 00	12,400 00	579 46	75 00	500 00	123 95	.....	17,428 41
14	Ill	La Salle	.....	.....	1,100 00	6,000 00	350 60	.....	200 00	100 00	.....	7,750 60
15	Ill	Ottawa	.....	200 00	1,500 00	14,000 00	3,002 00	.....	728 00	.....	.....	19,430 00
16	Ill	Rock Island	.....	.....	1,600 00	10,320 50	2,340 69	.....	1,405 23	211 05	1,223 54	17,101 01
17	Ind ...	Logansport	35,000 00	1,000 00	1,300 00	8,311 22	2,733 07	50 00	2,176 00	330 00	.....	50,900 29
18	Ind ...	Richmond	.....	.....	1,900 00	.....	.....	180 00	.....	40 00	.....	2,120 00
19	Ind ...	South Bend*	.....	.....	1,060 00	6,000 00	300 00	1,000 00	.....	.....	.....	8,300 00
20	Ind ...	Vincennes	.....	400 00	2,400 00	12,000 00	300 00	.....	500 00	100 00	.....	15,700 00
21	Iowa..	Cedar Rapids	.....	.....	1,500 00	.....	.....	.....	.....	.....	.....	.....
22	Iowa..	Clinton	.....	.....	1,600 00	12,500 00	900 00	.....	.....	.....	.....	15,000 00
23	Iowa..	Iowa City*	925 00	325 00	200 00	8,800 00	2,638 00	430 00	250 00	.....	.....	14,068 00
24	Iowa..	Muscatine	2,000 00	150 00	200 00	9,600 00	.....	350 00	300 00	45 00	.....	12,045 00
25	Iowa..	Ottumwa	7,137 03	.....	.....	*c*11,625 33	.....	.....	.....	.....	3,439 67	22,202 03
26	Kans .	Atchison	5,736 43	240 23	1,560 00	7,234 00	4,041 14	20 00	52 09	.....	.....	19,623 89
27	Kans .	Lawrence	13,648 00	.....	1,500 00	13,371 00	2,087 71	.....	999 05	.....	3,297 64	34,903 40
28	Kans .	Topeka	.....	.....	1,200 00	10,395 00	.....	.....	.....	300 00	.....	11,895 00
29	Me	Auburn	1,000 00	.....	500 00	12,167 00	850 00	.....	650 00	100 00	.....	15,267 00
30	Me	Bath	4,000 00	600 00	800 00	15,000 00	1,176 56	.....	.....	1,674 44	2,667 88	25,918 88
31	Me	Belfast	.....	.....	250 00	6,348 61	645 00	20 00	500 90	25 00	.....	7,788 61
32	Me	Calais	4,000 00	200 00	500 00	9,124 00	600 00	120 00	1,600 00	379 00	.....	16,523 00
33	Me	Rockland	1,858 14	223 20	600 00	8,816 00	883 50	592 33	233 36	393 20	.....	13,599 73
34	Mich .	Adrian	.....	.....	2,000 00	11 969 00	.....	.....	.....	.....	.....	13,969 00
35	Mich .	Ann Arbor	*d*22,793 35	.....	1,800 00	14,938 17	.....	.....	.....	.....	4,789 18	44,320 70
36	Mich .	Battle Creek	.....	5 00	1,800 00	12,227 07	1,038 00	.....	318 69	.....	.....	15,388 76

37	Mich.	Bay City			2,500 00	13,602 75	3,500 00		1,347 22		10,562 79	31,512 76
38	Mich.	Flint		258 00	2,000 00	10,100 00	425 00			360 00		13,143 00
39	Mich.	Lansing		300 00	1,500 00	9,500 00						11,300 00
40	Mich.	Muskegon	8,120 33		1,600 00	7,024 00	5,430 00	75 00	150 00	15 00		22,414 33
41	Mich.	Port Huron	1,938 59	6 00	1,500 00	7,800 00					8,502 30	19,746 89
42	Minn.	Saint Anthony*	73,800 00	500 00	1,800 00	13,300 00	765 53	200 00	3,216 00	200 00		93,781 53
43	Minn.	Winona	958 00		2,000 00	14,800 00	852 17	33 33	690 16	200 00		19,533 66
44	Neb.	Nebraska City										
45	N. H.	Dover*				7,073 13	1,086 34	50 00	1,649 47	2,019 21		11,878 15
46	N. J.	Bridgeton			75 00	9,529 08	534 96	164 00	419 29	1,734 93	135 47	12,592 73
47	N. J.	Millville	12,000 00		25 00	8,640 00						20,665 00
48	N. J.	Orange	27,000 00	60 00		16,000 00	1,000 00	350 00	600 00	400 00		45,410 00
49	N. J.	Plainfield*				7,880 00	650 00		1,786 00			10,316 00
50	N. Y.	Hudson				9,260 00	443 68		614 30			10,317 98
51	Ohio.	Canton	4,442 94		1,800 00	13,485 00					3,118 83	22,846 77
52	Ohio.	Chillicothe	35,503 24	613 76		19,225 00	3,071 96	281 00	150 13	499 55		59,344 64
53	Ohio.	Circleville	5,310 78	250 00	1,800 00	7,890 00	2,248 18				6,050 00	23,568 96
54	Ohio.	Fremont	900 00		1,600 00	6,460 00	4,055 06					13,015 06
55	Ohio.	Ironton	470 59	112 00	1,500 00	10,454 25	3,179 52				4,009 02	19,725 38
56	Ohio.	Massillon	5,257 11		1,800 00	7,977 25	3,787 62				5,700 50	24,502 48
57	Ohio.	Newark*	1,850 00		1,600 00	6,770 00	2,088 22	1,162 78	2,445 00		2,624 89	18,550 89
58	Ohio.	Piqua	800 00	350 00	1,700 00							
59	Ohio.	Pomeroy	770 00		1,500 00	7,109 83					2,022 19	11,402 02
60	Ohio.	Steubenville	9,700 14		1,700 00	11,763 71		120 00			12,647 15	35,931 00
61	Ohio.	Tiffin	3,356 45		2,000 00	7,956 25	6,822 37			345 29		20,490 36
62	Ohio.	Wooster			1,800 00	8,800 00	1,129 83		513 08	154 85		12,397 76
63	Ohio.	Xenia			1,500 00	10,110 73					2,622 03	14,232 76
64	Oreg.	Portland	29,529 00	2,600 00	500 00	13,096 23	633 00	141 75		193 00		46,692 98
65	Pa.	Carbondale	4,775 06		170 00	3,768 47	655 78	648 70				10,018 01
66	Pa.	Chester			500 00	10,504 30	412 95		2,305 00	630 34	2,945 68	17,298 27
67	Pa.	Corry	12,170 16		1,300 00	7,815 57	5,186 32				5,508 09	31,980 14
68	Pa.	Lockhaven	631 69		900 00	7,558 00	1,669 93		1,483 13		7,678 16	19,920 91
69	Pa.	Meadville	9,116 93		2,000 00	8,140 00	2,643 00			6 00	6,390 64	28,296 57
70	Pa.	Titusville	15,263 27		2,500 00	11,213 02	1,081 09	300 00	1,513 11	160 34		32,030 83
71	Va.	Lynchburgh	29,146 96	50 00	1,000 00	11,108 53	3,068 67	1,460 00	100 00	275 00		46,209 16
72	W. Va.	Parkersburgh				11,000 00					6,000 00	17,000 00
73	Wis.	Janesville			1,500 00	7,396 00	1,900 00		750 00	200 00		11,740 00
74	Wis.	La Crosse	10,912 46	40 00	600 00	15,365 00	700 00	150 00	575 00	195 00		28,537 46
75	Wis.	Madison	5,585 22	41 00	1,500 00	10,313 25	2,884 49		208 33	1,069 18		21,001 47
76	Wis.	Manitowoc	21,241 70	3 63	8,355 00						2,574 39	32,174 72
77	Wis.	Racine		50 75		15,501 25	2,344 23		1,768 67			19,664 90
78	Wis.	Sheboygan			250 00	5,785 00	709 00	120 00	350 41	195 00	163 56	7,563 97
79	Wis.	Watertown	3,767 81	8 30	300 00	8,466 15	1,215 06					13,457 32

* From last report.
a Salaries of officers of board of education.
c Including superintendent's salary.
d Including interest on bonds for building purposes.

TABLE III.—*School statistics of cities for* 1872; *from replies to*

CLASS B.—CONTAINING OVER 5,000 AND LESS

PART 4.—Miscellaneous—Teachers' salaries, statistics

Number.	State.	Name of city.	SALARIES OF TEACHERS.*							
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	81	82	83	84	85	86	87	88
1	Ala	Selma	$135 00	$60 00	$166 66 to 250 00	$80 00 to 100 00	.....	.....	.....	.....
2	Cal	San José	.....	60 00 to 75 00	80 00 to 100 00	80 00 to 100 00	.....	.....	$150 00	.....
3	Conn	Middletown	.....	33 33 to 45 83	.....	.....	.....	$33 33	208 33	.....
4	Conn	Stonington, (boro')	.....	.....	.....	.....	.....	.....	.....	.....
5	Ga	Columbus	.....	37 50	58 33	41 66	.....	37 50	.....	$50 00
6	Ill	Alton	.....	29 16 to 43 75	.....	35 41 to 50 00	.....	.....	.....	50 00 to 83 33
7	Ill	Belleville	60 00	40 00	102 77	.....	.....	41 66	133 33	.....
8	Ill	Decatur	.....	37 50	100 00	58 33	.....	37 50	150 00	.....
9	Ill	Elgin	.....	33 33	.....	41 66 to 45 83	.....	33 33	100 00	.....
10	Ill	Freeport	.....	33 33	.....	50 00	.....	33 33	125 00	.....
11	Ill	Galena	40 00	25 00 to 30 00	75 00	50 00	.....	.....	100 00	.....
12	Ill	Jacksonville	.....	37 50 to 41 66	.....	37 50 to 41 66	.....	.....	91 66	.....
13	Ill	Joliet	.....	29 16 to 50 00	.....	50 00	.....	33 33	.....	50 00
14	Ill	La Salle	.....	35 00	50 00	40 00	.....	40 00	110 00	.....
15	Ill	Ottawa	.....	31 25	50 00 to 83 33	33 33 to 58 33	.....	33 33	125 00	58 33
16	Ill	Rock Island	.....	50 00	.....	65 00	.....	60 00	.....	75 00
17	Ind	Jeffersonville	.....	29 16	.....	83 33	.....	50 00	133 33	.....
18	Ind	Logansport	37 50	33 33	45 83	41 66	.....	.....	.....	.....
19	Ind	Richmond	.....	37 50	.....	50 00	.....	37 50	.....	75 00
20	Ind	South Bend	.....	.....	.....	.....	.....	.....	.....	.....
21	Ind	Vincennes	40 00	35 00 to 50 00	*a*75 00	*a*50 00	.....	.....	120 00	100 00
22	Iowa	Cedar Rapids	.....	40 00	.....	60 00	.....	.....	100 00	.....
23	Iowa	Clinton	.....	33 33	.....	50 00	.....	41 66	.....	50 00
24	Iowa	Iowa City	.....	.....	.....	.....	.....	.....	.....	.....
25	Iowa	Muscatine	.....	25 00 to 33 33	66 66	33 33 to 41 66	.....	29 16 to 33 33	83 33	.....
26	Iowa	Ottumwa	.....	45 00 to 55 00	60 00	45 00 to 55 00	.....	.....	125 00	.....
27	Kans	Atchison	.....	55 00	.....	55 00	.....	.....	.....	55 00
28	Kans	Lawrence	60 00	55 00	.....	.....	$80 00	.....	150 00	65 00
29	Kans	Topeka	.....	55 00	65 00	55 00	.....	55 00	75 00	.....
30	Me	Auburn	.....	32 00	75 00	40 00	.....	.....	100 00	.....
31	Me	Bath	.....	.....	100 00	50 00	.....	37 50	150 00	66 66
32	Me	Belfast	.....	25 00	.....	31 25 to 33 33	.....	22 91	100 00	.....
33	Me	Calais	.....	33 33	75 00	41 66	.....	33 33	100 00	.....
34	Me	Rockland	.....	.....	.....	.....	.....	.....	112 50	.....
35	Mich	Adrian	.....	30 00	.....	33 33	.....	.....	100 00	.....

* The salaries given are for one calendar month.
a Salary of teacher of intermediate school.

inquiries by the United States Bureau of Education—Continued.

THAN 10,000 INHABITANTS—Continued.

of instruction in drawing, music, foreign languages, &c.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Number.
89	90	91	92	93	94	95	96	97	98	1
										1
										2
$66 66	$37 50 to 50 00									3
										4
	41 66									5
										6
104 16										7
	50 00									8
	41 66 to 62 50									9
	50 00 to 54 16									10
25 00	50 00									11
	58 33			$100 00 to 200 00	$40 00 to 80 00					12
	37 50 to 50 00									13
	45 00									14
										15
	75 00									16
83 33	50 00									17
41 66	41 66									18
	58 33									19
										20
75 00										21
	45 00									22
	33 33									23
										24
	37 50									25
83 33										26
										27
										28
										29
75 00	40 00									30
50 00	33 33									31
	33 33									32
	41 66				33 33					33
										34
	37 50 to 50 00									35

TABLE III.—CLASS B.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	SALARIES OF TEACHERS.							
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	S1	S2	S3	S4	S5	S6	S7	S8
36	Mich	Ann Arbor	.....	$27 08 to 33 33	.....	$39 58	.....	$37 50	$108 33	.....
37	Mich	Battle Creek	.....	25 00 to 37 50	.....	31 25 to 41 66	.....	.....	.....	$50 00
38	Mich	Bay City	.....	37 50	$66 66 to 83 33	41 66 to 50 00	.....	33 33	125 00	.....
39	Mich	Flint	.....	30 00	70 83	37 50	.....	33 33	104 16	66 66
40	Mich	Lansing	.....	27 08 to 41 66	.....	41 66	.....	.....	.....	58 33
41	Mich	Muskegon	.....	32 50	.....	38 33	.....	.....	.....	66 66
42	Mich	Port Huron	.....	25 00	.....	41 66	.....	.....	83 33	.....
43	Minn	Saint Anthony	.....	.....	.....	.....	.....	.....	.....	.....
44	Minn	Winona	.....	50 00	.....	60 00	.....	.....	120 00	.....
45	Neb	Nebraska City	.....	50 00	60 00	.....	.....	50 00	70 00	.....
46	N. H	Dover	.....	.....	.....	.....	.....	.....	.....	.....
47	N. J	Bridgewater	$29 16	25 00	83 33	.....	.....	37 50	.....	.....
48	N. J	Milleville	58 33	25 00 to 33 33	83 33	.....	.....	29 16	.....	.....
49	N. J	Orange	.....	29 16 to 45 83	.....	.....	$125 00	37 50 to 50 00	183 33	.....
50	N. J	Plainfield	.....	.....	.....	.....	.....	.....	.....	.....
51	N. Y	Hudson	.....	25 00 to 37 50	108 33	58 33	.....	29 16 to 37 50	.....	.....
52	Ohio	Canton	.....	29 16 to 37 50	70 83	70 83	.....	41 66	83 33	.....
53	Ohio	Chillicothe	45 00	45 00	120 83	.....	.....	50 00	133 33	.....
54	Ohio	Circleville	37 50	20 83 to 30 83	62 50	50 00	.....	33 33	83 33	62 50
55	Ohio	Fremont	41 66	26 66 to 37 50	.....	41 66	.....	29 16	.....	50 00
56	Ohio	Ironton	52 18	33 33	.....	41 66	.....	.....	100 00	.....
57	Ohio	Mansfield	.....	.....	.....	.....	.....	.....	.....	.....
58	Ohio	Massillon	.....	26 66 to 33 33	.....	56 25	39 58	33 33 to 50 00	150 00	.....
59	Ohio	Newark	.....	.....	.....	.....	.....	.....	.....	.....
60	Ohio	Piqua	.....	35 00	75 00	45 00	.....	40 00	.....	66 66
61	Ohio	Pomeroy	50 00	35 00 to 40 00	.....	50 00	.....	.....	125 00	.....
62	Ohio	Steubenville	50 00	40 00	85 00	.....	.....	46 16	125 00	.....
63	Ohio	Tiffin	.....	33 33	58 33	33 33	.....	.....	.....	66 66
64	Ohio	Wooster	.....	30 55	.....	41 66	.....	33 33	83 33	.....
65	Ohio	Xenia	.....	33 33	.....	45 83	.....	41 66	100 00	.....
66	Oreg	Portland	.....	50 00	66 66 to 116 66	.....	.....	50 00	125 00	.....
67	Pa	Carbondale	60 00	27 00	62 50	35 00	.....	35 00	75 00	.....
68	Pa	Chester	.....	40 00	100 00	55 00	.....	55 00	100 00	.....
69	Pa	Corry	.....	40 00	.....	40 00	.....	40 00 to 45 00	.....	55 00
70	Pa	Lockhaven	30 00	26 66	43 33	.....	.....	.....	50 00	50 00
71	Pa	Meadville	.....	33 33	.....	41 66	.....	33 33	.....	75 00

a For one-half of time.

replies to inquiries by the United States Bureau of Education—Continued.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Number.
89	90	91	92	93	94	95	96	97	98	1
$66 66 to 83 33	$37 50 to 45 83									36
	31 25 to 45 83									37
	41 66 to 50 00									38
	45 83									39
	37 50									40
				$50 00	$25 00					41
	41 66									42
										43
	60 00									44
	50 00									45
										46
										47
		$26 00	$26 00							48
100 00										49
										50
										51
	50 00 to 70 83									52
	58 33									53
										54
	41 66									55
										56
										57
	66 66									58
										59
										60
	60 00									61
a35 00	a72 50									62
	54 16									63
	41 66									64
75 00	50 00									65
62 50	62 50			41 66 to 166 66						66
	35 00									67
	75 00									68
										69
										70
	33 33 to 41 66									71

TABLE III.—CLASS B.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	SALARIES OF TEACHERS.							
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	S1	S2	S3	S4	S5	S6	S7	S8
72	Pa	Titusville	.....	$40 00 to 50 00	.....	$80 00	.....	$60 00	.....	.....
73	Texas	Houston	(*a*)	.....	.....	.....	.....	.....	.....	.....
74	Va	Lynchburgh	$41 66	34 72	$60 41	.....	$54 16	34 72	$66 66	.....
75	W. Va	Parkersburgh	.....	35 00	70 00	.....	40 00	40 00	80 00	.....
76	Wis	Janesville	.....	28 33	.....	33 33	.....	26 66	125 00	.....
77	Wis	La Crosse	.....	29 16 to 33 33	100 00	37 50	.....	33 33	100 00	.....
78	Wis	Madison	.....	34 50	.....	45 00	.....	33 75	125 00	.....
79	Wis	Manitowoc	.....	25 00 to 45 00	*b*55 00	*b*35 00 to 60 00	.....	*b*35 00	120 00	$30 00
80	Wis	Racine	.....	26 83	.....	81 66	.....	25 00	150 00	.....
81	Wis	Sheboygan	50 00	22 91	50 00	33 33	.....	29 16	116 66	.....
82	Wis	Watertown	20 83 to 29 16	16 66 to 20 83	75 00	.....	33 33	30 00	112 50	.....

a There are four classes of teachers: The first grade are paid $100 to $110 per month; the second grade, $75 to $90 per month; the third grade, $50 to $75 per month; the fourth grade, $35 per month.
b Salary of teacher of intermediate school.

replies to inquiries by the United States Bureau of Education—Continued.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Number.
89	90	91	92	93	94	95	96	97	98	1
.....	$20 00 to 100 00	.....	.....	.....	.....	.....	.....	.....	.....	72
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	73
$54 16	.....	.....	.....	.....	.....	.....	.....	.....	.....	74
.....	40 00	.....	.....	.....	.....	.....	.....	.....	.....	75
.....	41 66	.....	.....	.....	.....	.....	.....	.....	.....	76
33 33 to 100 00	37 50	.....	.....	.....	.....	.....	.....	.....	.....	77
.....	37 50	.....	.....	.....	.....	.....	.....	.....	.....	78
.....	50 00	.....	.....	.....	.....	.....	.....	.....	.....	79
.....	52 08	.....	.....	.....	.....	.....	.....	.....	.....	80
.....	33 33	.....	.....	.....	.....	.....	.....	.....	.....	81
.....	41 66	16 66	.....	.....	.....	.....	.....	.....	.....	82

TABLE III.—CLASS B.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	Number of students preparing for college.	Number of students preparing for scientific course in college.	Schools in which drawing is taught.	Number of pupils in drawing.	Is vocal music taught?	Number of pupils in vocal music.
1	2	3	99	100	101	102	103	104
1	Ala	Selma						
2	Cal	San José					Yes.	972
3	Conn	Middletown	12	4	High, grammar, and primary	222	Yes.	726
4	Conn	Stonington, (boro').						
5	Ga	Columbus			Primary	100	Yes.	200
6	Ill	Alton						
7	Ill	Belleville			In all	1,350	Yes.	1,350
8	Ill	Decatur	5		Primary	900	Yes.	1,419
9	Ill	Elgin					Yes.	765
10	Ill	Freeport			Grammar and primary	1,288	Yes.	1,288
11	Ill	Galena						
12	Ill	Jacksonville			Grammar and primary	800	Yes.	944
13	Ill	Joliet	13		Primary	1,299	Yes.	1,880
14	Ill	La Salle	5		High	15	Yes.	
15	Ill	Ottawa	6	4				
16	Ill	Rock Island	25	50	All	1,000	Yes.	1,300
17	Ind	Jeffersonville						
18	Ind	Logansport					Yes.	1,545
19	Ind	Richmond	20	9			Yes.	388
20	Ind	South Bend						
21	Ind	Vincennes			In one	100	Yes.	400
22	Iowa	Cedar Rapids	9	15	All	600	Yes.	1,040
23	Iowa	Clinton	2				No.	
24	Iowa	Iowa City						
25	Iowa	Muscatine			High	100	No.	
26	Iowa	Ottumwa			All		Yes.	735
27	Kans	Atchison						
28	Kans	Lawrence			All	1,169	Yes.	1,169
29	Kans	Topeka						
30	Me	Auburn	20	10	High and grammar		Yes.	
31	Me	Bath	7		All	1,679	No.	
32	Me	Belfast	1		High and grammar			
33	Me	Calais	5				No.	
34	Me	Rockland			All	400	No.	
35	Mich	Adrian	29				Yes.	1,121
36	Mich	Ann Arbor	175	23	Grammar	128	Yes.	1,517
37	Mich	Battle Creek	20				No.	
38	Mich	Bay City	7		Senior and high	50	No.	
39	Mich	Flint	15	2	High and primary	260		
40	Mich	Lansing	11	7	Grammar and primary	700		
41	Mich	Muskegon			Grammar	30	No.	
42	Mich	Port Huron						
43	Minn	Saint Anthony						
44	Minn	Winona	5		Grammar, secondary, and primary.	1,334	Yes.	954
45	Neb	Nebraska City						
46	N. H.	Dover						
47	N. J	Bridgeton						
48	N. J	Milleville						
49	N. J	Orange	10	5	In all			
50	N. J	Plainfield						
51	N. Y.	Hudson			In all	985	Yes.	985
52	Ohio	Canton			In all	200	Yes.	1,592
53	Ohio	Chillicothe	6				No.	
54	Ohio	Circleville	24	6	Grammar and secondary.	305	Yes.	1,592
55	Ohio	Fremont	2				Yes.	683
56	Ohio	Ironton	1	1			No.	
57	Ohio	Mansfield						
58	Ohio	Massillon			Grammar		Yes.	713
59	Ohio	Newark						
60	Ohio	Piqua	6	2	High	15		
61	Ohio	Pomeroy					Yes.	500
62	Ohio	Steubenville	9	2	Grammar and primary		Yes.	
63	Ohio	Tiffin					Yes.	611
64	Ohio	Wooster	5	15		265	No.	
65	Ohio	Xenia	5		Grammar and primary	300	Yes.	150
66	Oreg	Portland					Yes.	
67	Pa	Carbondale			High	56	No.	

replies to inquiries by the United States Bureau of Education—Continued.

Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.	Number.
105	106	107	108	109	110	1
						1
No.						2
No.				High	5	3
						4
Yes.	60					5
						6
No.		High, grammar, and primary	507			7
No.						8
No.						9
Yes.	1,288	High and grammar	160	High		10
		High and grammar	76			11
No.		High	40			12
No.		High and grammar	50			13
		All				14
						15
Yes.	10					16
		Grammar and primary	200			17
						18
No.		High and German English	400			19
						20
No.		In three	300			21
No.		In one	4			22
No.		German school	100			23
						24
No.		High	50			25
						26
						27
No.			200			28
						29
No.						30
No.		High		High	30	31
				High	12	32
No.		High		High		33
No.				High	15	34
No.		High	20	High	9	35
No.		High and grammar	60	High	58	36
No.		High	18	High	12	37
No.		High, junior, and primary	200	High	10	38
		High	10	High	18	39
		High	3	High		40
No.				High	4	41
		High	6	High	5	42
						43
No.		High and grammar	226	High	20	44
		High and grammar	37			45
						46
						47
						48
				High and grammar		49
						50
No.						51
No.		High	13			52
No.		High, grammar, and primary	261			53
No.		High and grammar	7	High		54
No.		German school	70			55
No.		German-English	98			56
						57
No.						58
						59
	15	All	60			60
No.		Primary	75			61
		High and grammar	130			62
No.		High and German	150			63
No.		High	18			64
No.		One German, primary	81			65
		German		High		66
No.						67

TABLE III.—CLASS B.—PART 4.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of city.	Number of students preparing for college.	Number of students preparing for scientific course in college.	Schools in which drawing is taught.	Number of pupils in drawing.	Is vocal music taught?	Number of pupils in vocal music.
1	2	3	99	100	101	102	103	104
68	Pa	Chester	.....	.....	High	6	Yes.	55
69	Pa	Corry	30	.....	Grammar and intermediate.	700	Yes.	967
70	Pa	Lockhaven	4	.....	High and grammar	285	No.	.....
71	Pa	Meadville	.....	.....	.....	.....	.....	.....
72	Pa	Titusville	4	.....	.....	.....	Yes.	828
73	Texas	Houston	.....	.....	.....	.....	No.	.....
74	Va.	Lynchburgh	.....	.....	.....	.....	Yes.	801
75	W. Va	Parkersburgh	80	.....	.....	.....	Yes.	200
76	Wis.	Janesville	10	.....	Primary	300	Yes.	700
77	Wis.	La Crosse	2	1	Intermediate and primary	.....	Yes.	45
78	Wis.	Madison	.....	.....	In all	1,248	Yes.	1,248
79	Wis.	Manitowoc	.....	.....	In all	.....	Yes.	.....
80	Wis.	Racine	.....	.....	.....	.....	.....	.....
81	Wis.	Sheboygan	.....	.....	.....	.....	No.	.....
82	Wis.	Watertown	.....	.....	In twenty	1,200	Yes.	600

replies to inquiries by the United States Bureau of Education—Continued.

Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.	Number.
105	106	107	108	109	110	1
.....	.....	High	10	.....	.....	68
Yes.	20	.....	.....	.....	.....	69
No.	.....	.....	.....	.....	.....	70
.....	.....	.....	.....	.....	.....	71
No.	.....	High	17	High	25	72
No.	.....	In four	.....	In two	.....	73
No.	.....	High	30	High	33	74
.....	.....	.....	.....	.....	.....	75
No.	.....	High	30	.....	.....	76
No.	.....	High, grammar, and intermediate	103	High	8	77
No.	.....	High	10	High	.....	78
No.	.....	.....	.....	.....	.....	79
.....	.....	.....	.....	.....	.....	80
No.	.....	High	265	.....	.....	81
No.	.....	In seventeen	800	.....	.....	82

Cities of Class B from which no information has been received.

State.	Name of city.	Population, census 1870.
California	Los Angeles	5,728
Florida	Jacksonville	6,912
Illinois	Cairo	6,267
Do	Pekin	5,696
Indiana	La Porte	6,521
Kentucky	Frankfort	5,396
Louisiana	Baton Rouge	6,498
Maine	Augusta	7,808
Maryland	Cumberland	8,056
Do	Frederick	8,526
Michigan	Monroe	5,086
Do	Saginaw	7,460
Do	Ypsilanti	5,471
Nevada	Virginia	7,048
New Hampshire	Portsmouth	9,211
New Jersey	Burlington	5,817
Do	Rahway	6,258
New York	Watertown	9,336
North Carolina	New Berne*	5,849
Do	Raleigh*	7,790
Ohio	Marietta	5,218
Do	Youngstown	8,075
Pennsylvania	Columbia	6,461
Tennessee	Chattanooga	6,093
Do	Knoxville	8,682
South Carolina	Columbia*	9,298

* Has no system of city schools.

TABLE III.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

CLASS C.—CONTAINING LESS THAN 5,000 INHABITANTS.

PART 1.—Names of superintendents, the population, enrollment and attendance, and statistics of primary and grammar schools.

Number.	State.	Name of city.	Name of superintendent.	Population, census 1870.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Alabama	Huntsville	A. W. McCullough	4,907	5-21	1,800	700	40	45	480	6	6	.....
2	....do	Tuscaloosa*	R. S. Cox	1,689	5-21	1,000	150	.....	.....	89	.....	.....	.....
3	California	Marysville	F. H. Steele	4,738	6-20	*a*990	594	11	39	.....	7	6	41
4	Florida	Pensacola	A. J. Pickard, county super'dent	3,347	4-21	1,250	230	20	16	180	5	5	44
5	....do	Saint Augustine	O. Bronson	1,717	6-21	493	300	20	23	220	6	4¾	40
6	....do	Tallahassee	Josephus Anderson, county sup't	2,023	6-21	500	450	.....	.....	300	6	.....	.....
7	Illinois	Amboy	Robert A. Childs	2,825	6-21	1,410	745	.....	25	675	7½	6	40
8	....do	Bushnell	.....	2,003	6-21	650	525	.....	.....	.....	6	.....	40
9	....do	Canton	A. B. Leaman	3,308	6-21	1,630	892	.....	128	814	7	5½	36
10	....do	Centralia	W. D. Hall	3,190	6-21	.....	682	.....	.....	615	6	6	32
11	....do	Danville	J. G. Shedd	4,751	6-21	1,771	1,436	.....	90	788	7½	6	36
12	....do	Dixon*	E. C. Smith	4,055	6-21	.....	.....	.....	.....	739	.....	.....	.....
13	....do	El Paso	D. C. Smith	1,564	6-18	720	610	.....	15	262	6	5½	48
14	....do	Litchfield*	B. F. Hedges	3,852	6-21	1,158	1,037	.....	.....	609	.....	.....	.....
15	....do	Macomb	Matthew Andrews	2,748	6-21	1,075	823	.....	.....	612	6	6	40
16	....do	Mendota*	W. F. Bromfield	3,546	6-21	1,490	997	.....	.....	943	.....	.....	.....
17	....do	Monmouth	Almon Kidder, pres't school board	4,662	6-21	1,215	1,148	.....	.....	1,074	7½	6	40
18	....do	Morris	H. H. C. Miller	3,138	6-21	1,200	806	.....	21	400	6	5	40
19	....do	Olney	D. Edmiston	2,680	6-21	1,084	850	.....	.....	600	6	6	39
20	....do	Peru	Gerald B. Stockdale	3,650	6-21	1,880	970	.....	47	840	.....	2½	42
21	....do	Shelbyville	Jephthah Hobbs(*b*)	2,051	5-21	708	575	29	67	469	7½	6	39
22	....do	Sterling	H. P. French(*c*)	3,998	6-21	.....	.....	.....	.....	750	7	6	40
23	....do	Watseka*	L. T. Hewings, county super'dent	1,551	6-21	336	261	.....	.....	.....	.....	.....	.....
24	Indiana	Columbia*	A. H. Graham	1,663	6-21	.....	570	.....	.....	474	.....	.....	.....
25	....do	Connersville	J. C. Housekeeper	2,496	6-21	923	624	.....	19	457	7½	6	36
26	....do	Franklin City*	Henry H. Boyce	2,707	6-21	905	703	.....	80	576	5	.....	36
27	....do	Goshen	D. D. Luke	3,133	6-21	1,036	870	.....	172	576	5½	4	37
28	....do	Greencastle	George W. Lee	3,227	6-21	1,121	500	10	30	400	6	6	40
29	....do	Kendallville	.....	2,164	6-21	.....	618	.....	.....	300	.....	.....	.....
30	....do	Lawrenceburgh	E. H. Butler	3,159	6-21	1,800	896	.....	140	620	6	5½	40
31	....do	Peru	George G. Manning	3,617	6-21	1,327	756	.....	50	547	6	5½	38

32	....do	Soymour*		2,372	6-21	875	679			430			
33	....do	Shelbyville	W. A. Boles	2,731	6-21	1,059	777		30	500	6	5½	36
34	....do	Valparaiso	W. H. Banta	2,765	6-21	944	589		99	602	7½	6	36
35	....do	Wabash City	J. J. Mills	2,881	6-21								37
36	Iowa	Cedar Falls	J. K. Sweeney	3,070	5-21	1,001	790	25	55	491	7½	6	36
37	....do	Fairfield	H. N. West	2,226	5-21	806	706	18	22	565	7½	6	36
38	....do	Fort Dodge	A. W. Stuart	3,095	5-21	1,069	750	40	27	511	6	6	40
39	....do	Fort Madison	Nelson Johnson	4,011	5-21	1,653	1,024			758	6		24
40	....do	Independence*	Wilson Palmer	2,945	5-21	1,027	625			499			
41	....do	Lyons*	C. C. Snyder	4,088	5-21	1,588	950			735			
42	....do	Marshalltown	Charles Robinson	3,218	5-21	1,101	890	37	43	552	6	5½	36
43	... do	McGregor	Otis E. Haven	2,074	5-21		403	21	7	360	6	6	40
44	....do	Oskaloosa	William Lytle	3,204	5-21	1,388	1,078	65	150		7½	6	36
45	....do	Waterloo	C. W. Von Coelln (*d*)	4,337	5-21	1,383	916	145	68	736	7½	6	36 & 40
46	....do	Waverly	C. O. Knepper	2,291	5-21	805	499	36	17	414	6		40
47	....do	Winterset	Henry C. Cox	1,485	5-21	557	445	80	50	385	6	5½	36
48	Kansas	Baxter Springs*	D. W. King	1,284	5-21	501	209			193			
49	....do	Emporia	P. J. Carmichael	2,168	5-21	622	593	35	10		4-6		36
50	....do	Fort Scott*	T. W. McKinney	4,174	5-21	1,429	854			683			
51	....do	Ottawa	William Wheeler	2,941	5-21	1,046	641	21	13	466	7½	6	38
52	....do	Paola	A. C. Farnham	1,811	5-21	786	647			538	6	5½	40
53	....do	Wyandotte	O. C. Palmer	2,940	5-21	1,217	701		20	380	6	6	40
54	Kentucky	Franklin	George M. Edgar (*e*)	1,808	6-20	400	275		50	250	8		40
55	....do	Maysville	G.W. Martin, pres't board educat'n	4,705	6-20	1,480	650			371	6½	6½	40
56	....do	Owensborough		3,437	7-20	850	600		15	575	8½	6½	43
57	....do	Paris	W. E. Clark	2,655	6-20	470				175	8	6	40
58	Maine	Hallowell	Dr. G. T. Chase	3,007	4-21	829	675	12	35				
59	Michigan	Big Rapids	D. E. Thomas	1,237	5-20	525	400	50	25	350	7	6	40
60	....do	Cold Water	David Bemiss	4,381	5-20	1,257	1,109	35	51	775	6	5½	40
61	....do	Grand Haven	Albert Hardy	3,147	5-20	1,211	878	135	37	536	7	6	40
62	....do	Hillsdale	C. G. Robertson	3,518	5-20	1,050	850	50	50	750	6	5½	40
63	....do	Lapeer	F. M. Hamilton, M. A	1,772	5-20	784	613	30	36		6	5½	40
64	....do	Manistee	Edwin Russell	3,343	5-21	882	600	27	22	425	7	5	40
65	....do	Marshall	Henry N. French	4,925	5-20	1,597	1,069			736	6		40
66	....do	Niles	C. B. Thomas	4,630	5-20	1,624	987	60	50	685	6	5	40
67	....do	Owosso	S. J. Harding, sec. board education.	2,065	5-20	800	790	12	38	418	6	5½	40
68	....do	Pontiac	Joseph C. Jones	4,867	6-21	1,213	1,251	103	101	672	6	5½	40
69	....do	Saint Clair*	J. T. Aulls	1,790	5-20	916	588			200			
70	....do	Wyandotte	J. H. Bishop	2,731	5-20	1,204	837	34	22	532	7	5½	40
71	Minnesota	Du Luth	W. H. Hatch	3,131	5-21	870	500	20	10	460	5½	5	36
72	....do	Hastings	C. S. Campbell	3,458	5-21	1,091	981	50	40	748	6	6	
73	....do	Mankato	A. P. Tukey	3,482	5-21	1,618	790			617	6	5½	32
74	....do	Owatonna*	W. L. Butts	2,070	5-21	724	866			500			
75	....do	Red Wing	O. Whitman	4,260	5-21	1,471	1,010	70	42	604	6	6	36
76	....do	Rochester	C. H. Roberts	3,953	5-21		1,025	25	140	716	7		40
77	Missouri	Cape Girardeau	James Barkley	3,585	5-21	1,200	470	50	20	408	7½	6	40

* From last report.
a Between 5 and 15 years of age.
b Principal of graded schools.
c Principal of second-ward school.

d Superintendent of West Waterloo. J. W. Akers is superintendent of East Waterloo. The statistics are for the whole city.
e President of the Franklin Female College.

TABLE III.—CLASS C.—PART 1.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Population, (census 1870.)	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Average number attending school.	Number of hours in legal scholastic day.	Number of hours in scholastic day, excluding noon recess.	Number of weeks in scholastic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
78	Missouri	Chillicothe *	W. O. Fletcher	3,978	5-21	1,324	740	.....	.....	581	.....	.....	.....
79	....do	Independence	A. Carroll, A. M.	3,184	5-21	1,150	600	50	50	520	6	5½	36
80	....do	Jefferson City	E. P. Lamkin	4,420	5-21	1,350	1,100	.....	.....	900	7	5½	40
81	....do	Louisiana	George L. Osborne	3,639	5-21	1,429	934	23	38	460	6	6	36
82	....do	Macon	A. E. Wardner	3,678	5-21	1,119	*a*608	26	27	500	6	6	40
83	....do	Westport *	Wyatt Webb, clerk board educat'n	1,095	5-21	432	200	.....	.....	201	.....	.....	.....
84	Nevada	Austin	J. F. Roberts, county superintend't	1,324	6-18	216	195	5	4	124	7	6	42
85	....do	Hamilton	H. S. Herrick	3,913	6-18	343	158	.....	.....	80	6	4	50
86	New Jersey	Atlantic City	E. S. Reed	1,043	5-20	500	407	.....	.....	243	6	6	40
87	....do	Salem *	Theophilus Patterson	4,555	5-18	1,224	500	.....	.....	400	.....	.....	.....
88	Ohio	Gallipolis	J. S. Wilson	3,711	6-21	1,501	863	.....	114	743	7½	6	38
89	....do	Lancaster	G. W. Welsh	4,725	6-21	1,800	1,032	.....	83	709	6	6	42
90	....do	Mount Vernon	Richard B. Marsh	4,876	5-21	1,351	984	48	59	883	6	5	.....
91	....do	Urbana	A. C. Deuel	4,276	5-21	1,691	966	.....	57	632	6	6	40
92	....do	Warren	J. C. Barney	3,457	6-21	1,463	811	.....	140	529	6	6	38
93	Texas	Brownsville	Edward Downey (*b*)	4,905	.....	892	559	.....	.....	450	6	5	44
94	....do	Jefferson *	W. C. Towers	4,199	6-18	.....	755	.....	.....	782	.....	.....	.....
95	Utah	Ephraim City	Parlan McFarlane	1,167	5-16	360	210	20	15	160	7½	6	46
96	....do	Manti *	William T. Reid	1,239	4-16	335	285	.....	.....	240	.....	.....	.....
97	....do	Mount Pleasant	L. Larsen, clerk school trustees	1,346	4-16	325	292	.....	15	247	6	.....	44
98	Virginia	Fredericksburgh	John Howison	4,046	5-20	1,179	214	4	3	187	6	5	36
99	Wisconsin	Appleton	A. H. Conkey	4,518	4-20	1,890	1,600	500	252	1,247	5½	5½	40
100	....do	Beloit	T. L. Wright	4,396	4-20	1,492	907	250	400	815	6	5½	40
101	....do	Green Bay	Dr. A. H. Ellsworth	4,666	4-21	1,781	1,018	120	17	483	.....	6	40
102	....do	Kenosha	Joseph V. Quarles, jr	4,309	4-20	1,566	620	53	40	.....	7	5½	38
103	....do	Portage *	J. J. Guppy	3,945	4-20	1,564	1,069	.....	.....	710	.....	.....	.....

* From last report. *a* Not including colored children. *b* Secretary of board of school directors.

TABLE III.—CLASS C.—PART 1.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
					Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	Alabama	Huntsville	A. W. McCullough	2	2	1	3	70	65	135	2	2	3	5	110	100	210
2	....do	Tuscaloosa*	R. S. Cox	.....	.....	.....	.....	.....	.....	.....	2	1	4	5	35	29	64
3	California	Marysville	F. H. Steele	5	1	5	6	150	123	273	2	1	1	2	40	35	75
4	Florida	Pensacola	A. J. Pickard, county super'dent	2	.....	2	2	32	53	85	2	....	2	2	24	41	65
5	....do	Saint Augustine	O. Bronson	2	.....	3	3	60	55	115	1	....	1	1	35	32	67
6	....do	Tallahassee	Josephus Anderson, county sup't	4	.....	4	4	.....	.....	200	.....	.....	.....	.....	.....	.....	.....
7	Illinois	Amboy	Robert A. Childs	3	.....	5	5	205	195	400	*a*4	....	6	6	177	194	371
8	....do	Bushnell	.....	6	.....	6	6	.....	.....	365	1	....	1	1	.....	.....	70
9	....do	Canton	A. B. Leaman	12	.....	16	16	374	390	764	2	....	2	2	19	46	65
10	....do	Centralia	W. D. Hall	9	1	8	9	180	231	411	3	1	2	3	67	84	151
11	....do	Danville	J. G. Shedd	18	.....	18	18	332	325	658	2	....	2	2	33	49	82
12	....do	Dixon*	E. C. Smith	9	.....	9	9	226	263	489	4	....	4	4	80	89	169
13	....do	El Paso	D. C. Smith	3	.....	1	1	80	82	162	2	1	1	2	42	40	82
14	....do	Litchfield*	B. F. Hedges	9	.....	9	9	245	250	495	2	....	2	2	30	50	80
15	....do	Macomb	Matthew Andrews	4	.....	4	4	.....	.....	.....	2	1	1	2	.....	.....	.....
16	....do	Mendota*	W. F. Bromfield	8	.....	8	8	205	227	432	6	....	6	6	169	175	344
17	....do	Monmouth	Almon Kidder, pres't school board	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	....do	Morris	H. H. C. Miller	8	.....	8	8	.....	.....	.....	1	....	2	2	.....	.....	.....
19	....do	Olney	D. Edmiston	4	.....	4	4	221	200	421	5	....	5	5	172	185	357
20	....do	Peru	Gerald B. Stockdale	6	.....	6	6	242	238	480	.....	.....	.....	.....	.....	.....	.....
21	....do	Shelbyville	Jephthah Hobbs(*b*)	*c*6	1	5	6	.....	.....	345	*c*2	....	2	2	.....	.....	88
22	....do	Sterling	H. P. French(*d*)	6	.....	6	6	.....	.....	.....	8	2	6	8	.....	.....	.....
23	....do	Watseka*	L. T. Hewings, county super'dent	*e*1	.....	2	2	72	79	151	1	1	2	3	64	77	141
24	Indiana	Columbia*	A. H. Graham	5	1	7	8	202	227	429	.....	.....	.....	.....	.....	.....	.....
25	....do	Connersville	J. C. Housekeeper	7	.....	7	7	187	195	382	1	....	1	1	20	23	43
26	....do	Franklin City	Henry H. Boyce	5	1	4	5	130	150	280	4	....	4	4	100	130	230
27	....do	Goshen	D. D. Luke	8	.....	8	8	321	354	675	1	....	1	1	56	44	100
28	....do	Greencastle	George W. Lee	2	.....	2	2	99	85	184	2	....	2	2	52	51	103
29	....do	Kendallville	.....	4	.....	4	4	94	91	185	2	....	2	2	28	35	63
30	....do	Lawrenceburgh	E. H. Butler	9	.....	9	9	300	350	650	2	....	2	2	82	89	171
31	....do	Peru	George G. Manning	4	.....	4	4	.....	.....	290	3	....	3	3	.....	.....	171

*From last report. *a* Including intermediate sch'ls. *b* Principal of graded sch'l. *c* Departments of one graded sch'l. *d* Principal of Second Ward sch'l. *e* A district graded sch'l.

TABLE III.—CLASS C.—PART 1.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.							Grammar schools.						
				Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
					Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
32	Indiana	Seymour *		1	1	4	5	153	130	283	1	1	2	3	51	64	115
33	....do	Shelbyville	W. A. Boles	2	1	10	11			469	1	1	2	3			60
34	....do	Valparaiso	W. H. Banta	3	.....	3	3	91	88	179	6	.....	6	6	178	179	357
35	....do	Wabash City	J. J. Mills	8	1	7	8				2	.....	2	2			
36	Iowa	Cedar Falls	J. K. Sweeney	*a*6	.....	6	6	181	153	334	*a*2	.....	2	2	44	50	94
37	....do	Fairfield	H. N. West	6	.....	6	6	184	202	386	2	.....	2	2	48	64	112
38	....do	Fort Dodge	A. W. Stuart	6	.....	6	6	151	156	307	3	.....	3	3	65	70	135
39	....do	Fort Madison	Nelson Johnson														
40	....do	Independence *	Wilson Palmer	4	.....	4	4	123	125	248	4	.....	4	4	109	114	223
41	....do	Lyons *	C. C. Snyder	7	.....	8	8	270	285	555	2	1	2	3	67	85	152
42	....do	Marshalltown	Charles Robinson	9	.....	9	9	367	388	755	2	.....	2	2	41	50	91
43	....do	McGregor	Otis E. Haven	6	.....	6	6	161	150	311	2	1	1	2	26	35	61
44	....do	Oskaloosa	William Lytle	7	.....	7	7	155	145	300	6	.....	6	6	158	165	323
45	....do	Waterloo	C. W. von Coelln (*b*)	12	.....	6	6	179	226	405	8	.....	8	8	158	199	357
46	....do	Waverly	C. O. Knepper	4	.....	4	4	95	109	195	*e*4	1	3	4	99	109	208
47	....do	Winterset	Henry C. Cox	4	.....	4	4				3	.....	3	3			
48	Kansas	Baxter Springs *	D. W. King	4	1	3	4	68	62	130	.....	2	1	3	29	34	63
49	....do	Emporia	P. J. Carmichael	4	.....	5	5				1	.....	2	2			
50	....do	Fort Scott *	T. W. McKinney	12	1	11	12	277	296	573	2	.....	2	2	37	43	80
51	....do	Ottawa	William Wheeler	5	1	4	5	140	160	300	2	.....	2	2	60	70	130
52	....do	Paola	A. C. Farnham	4	1	3	4	200	156	356	3	2	1	3	129	94	223
53	....do	Wyandotte	O. C. Palmer	3	3	6	9	151	171	322	1	1	2	3	50	57	107
54	Kentucky	Franklin	George M. Edgar (*d*)	*e*4	1	3	4	20	75	95	*e*2	2	1	3	40	42	82
55	....do	Maysville	G. W. Martin, pres't board educat'n	3	3	6	9			349	1	1	.....	1			22
56	....do	Owensborough															
57	....do	Paris	W. E. Clark	1	.....	2	2	65	43	108	2	.....	.....	.....	23	18	41
58	Maine	Hallowell	Dr. G. T. Chase	7	.....	7	7	120	125	245	*f*3	1	3	4	83	77	160
59	Michigan	Big Rapids	D. E. Thomas		.....	6	6	150	175	*f*325	1	.....	1	1	30	45	75
60	....do	Cold Water	David Bemiss	14	.....	14	14				2	.....	2	2			
61	....do	Grand Haven	Albert Hardy	3	.....	8	8	207	167	374	3	.....	3	3	65	50	115
62	....do	Hillsdale	C. G. Robertson	6	.....	6	6	160	200	360	*f*6	.....	6	6	160	190	350
63	....do	Lapeer	F. M. Hamilton, M. A	6	.....	6	6				2	.....	2	2			
64	....do	Manistee	Edwin Russell	5	.....	5	5				3	.....	3	3			

65	....do	Marshall	Henry N. French	12	.....	12	12	.....	.....	539	2	....	2	2	.....	.....	134
66	....do	Niles	C. B. Thomas	12	.....	12	12	250	280	530	2	....	2	2	40	69	109
67	....do	Owosso	S. J. Harding, sec. board education.	8	2	6	8	.....	.....	.....	1	....	1	1	.....	.....	.....
68	....do	Pontiac	Joseph C. Jones	10	.....	10	10	440	453	893	1	....	4	4	86	119	205
69	....do	Saint Clair*	J. T. Aulls	3	.....	3	3	67	68	135	1	....	1	1	16	23	39
70	....do	Wyandotte	J. H. Bishop	4	.....	4	4	.....	.....	293	*f*3	....	3	3	.....	.....	194
71	Minnesota	Du Luth	W. H. Hatch	6	1	5	6	230	210	440	1	....	1	1	21	19	40
72	....do	Hastings	C. S. Campbell	6	.....	6	6	295	263	558	3	....	3	3	68	92	160
73	....do	Mankato	A. P. Tukey	2	.....	4	4	70	80	150	10	1	11	12	270	320	590
74	....do	Owatonna*	W. L. Butts	3	.....	3	3	139	148	287	*f*6	1	4	5	100	117	217
75	....do	Red Wing	O. Whitman	12	.....	12	12	267	256	523	2	....	2	2	24	32	56
76	....do	Rochester	C. H. Roberts	8	.....	8	8	290	324	614	5	....	5	5	175	180	355
77	Missouri	Cape Girardeau	James Barkley	2	2	5	7	179	159	338	1	1	2	3	63	69	132
78	....do	Chillicothe *	W. O. Fletcher	10	2	8	10	200	264	464	1	....	1	1	31	25	56
79	....do	Independence	A. Carroll, A. M	4	....	4	4	100	100	200	8	1	7	8	175	175	350
80	....do	Jefferson City	E. P. Lamkin	4	.....	4	4	170	169	339	5	....	5	5	157	150	307
81	....do	Louisiana	George L. Osborne	8	1	7	8	373	375	748	2	....	2	2	56	72	128
82	....do	Macon	A. E. Wardner	2	.....	8	8	180	176	356	.....	.....	3	3	35	70	105
83	....do	Westport*	Wyatt Webb, clerk board educat'n	4	.....	4	4	83	60	143	.....	.....	.....	.....	.....	.....	.....
84	Nevada	Austin	J. F. Roberts, county superintend't	2	1	1	2	44	40	84	1	1	.....	1	22	18	40
85	....do	Hamilton	H. S. Herriek	2	1	1	2	53	52	105	1	1	.....	1	26	27	53
86	New Jersey	Atlantic City	E. S. Reed	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	....do	Salem *	Theophilus Patterson	2	.....	2	2	64	60	124	.....	.....	2	2	20	100	120
88	Ohio	Gallipolis	J. S. Wilson	13	1	12	13	319	351	670	3	1	2	3	60	65	125
89	....do	Lancaster	G. W. Welsh	13	.....	13	13	250	292	542	4	2	2	4	64	70	134
90	....do	Mount Vernon	Richard B. Marsh	13	.....	13	13	334	376	710	2	....	2	2	37	46	83
91	....do	Urbana	A. C. Deuel	6	.....	6	6	139	143	282	7	3	5	8	140	158	298
92	....do	Warren	J. C. Barney	10	.....	11	11	183	156	339	1	....	3	3	65	68	133
93	Texas	Brownsville	Edward Downey (*g*)	2	1	3	4	170	180	350	1	1	1	2	20	15	35
94	....do	Jefferson *	W. C. Towers	7	6	1	7	150	205	355	.....	.....	.....	.....	.....	.....	.....
95	Utah	Ephraim City	Parlan McFarlane	3	2	1	3	103	107	210	.....	.....	.....	.....	.....	.....	.....
96	....do	Manti *	William T. Reid	2	.....	2	2	60	70	130	2	2	.....	2	65	55	120
97	....do	Mount Pleasant	L. Larsen, clerk school trustees	4	3	3	6	159	133	292	.....	.....	.....	.....	.....	.....	.....
98	Virginia	Fredericksburgh	John Howison	4	.....	4	4	81	49	130	2	1	1	2	41	15	56
99	Wisconsin	Appleton	A. H. Conkey	4	.....	4	4	156	162	318	*e*4	....	6	6	320	290	610
100	....do	Beloit	T. L. Wright	3	.....	5	5	200	200	400	2	....	8	8	150	150	300
101	....do	Green Bay	Dr. A. H. Ellsworth	10	.....	10	10	276	300	576	1	....	1	1	25	24	49
102	....do	Kenosha	Joseph V. Quarles, jr	8	.....	8	8	201	220	421	2	....	2	2	42	58	100
103	....do	Portage*	J. J. Guppy	9	.....	9	9	250	260	510	1	....	2	2	48	54	102

* From last report.
a Departments of one graded school.
b Superintendent of West Waterloo. J. W. Akers is superintendent of East Waterloo. The statistics are for the whole city.
c Intermediate schools.
d President of the Franklin Female College.
e Grades of Franklin Female College and Franklin Outfit Male College.
f Including intermediate schools.
g Secretary of board of school directors.

TABLE III.—*School statistics of cities for* 1872; *from replies to*

CLASS C.—CONTAINING LESS THAN

PART 2.—Statistics of high, evening, 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	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	Ala	Huntsville	....	3	....	3	70	60	130	....	....	....	....	....	....	....
2	Ala	Tuscaloosa*	1	1	....	1	15	10	25	....	....	....	....	....	....	....
3	Cal	Marysville	1	1	....	1	10	8	18	1	1	....	1	15	....	15
4	Fla	Pensacola	1	1	....	1	30	....	30	....	....	....	....	....	....	....
5	Fla	Saint Augustine	1	1	1	2	60	55	115	....	....	....	....	....	....	....
6	Fla	Tallahassee	1	2	3	5	....	....	100	....	....	....	....	....	....	....
7	Ill	Amboy	1	1	1	2	27	47	74	....	....	....	....	....	....	....
8	Ill	Bushnell	1	1	1	2	....	....	90	....	....	....	....	....	....	....
9	Ill	Canton	1	1	2	3	16	47	63	....	....	....	....	....	....	....
10	Ill	Centralia	1	1	1	2	21	32	53	....	....	....	....	....	....	....
11	Ill	Danville	1	....	3	3	15	32	47	....	....	....	....	....	....	....
12	Ill	Dixon*	2	2	1	3	36	45	81	....	....	....	....	....	....	....
13	Ill	El Paso	1	1	....	1	10	5	15	2	1	....	1	19	5	24
14	Ill	Litchfield*	1	....	1	1	13	21	34	....	....	....	....	....	....	....
15	Ill	Macomb	....	1	1	2	....	....	....	....	....	....	....	....	....	....
16	Ill	Mendota*	2	2	....	2	43	74	117	....	....	....	....	....	....	....
17	Ill	Monmouth	....	....	....	....	....	....	....	....	....	....	....	....	....	....
18	Ill	Morris	1	1	2	3	....	....	....	....	....	....	....	....	....	....
19	Ill	Olney	1	1	1	2	24	34	58	....	....	....	....	....	....	....
20	Ill	Peru	1	2	2	4	30	38	68	....	....	....	....	....	....	....
21	Ill	Shelbyville	*b*1	....	1	1	....	....	36	....	....	....	....	....	....	....
22	Ill	Sterling	1	1	2	3	31	40	71	....	....	....	....	....	....	....
23	Ill	Watseka*	....	....	....	....	....	....	....	....	....	....	....	....	....	....
24	Ind	Columbia*	1	1	....	1	21	24	45	....	....	....	....	....	....	....
25	Ind	Connersville	1	....	1	1	15	17	32	....	....	....	....	....	....	....
26	Ind	Franklin City	1	1	2	3	24	32	56	....	....	....	....	....	....	....
27	Ind	Goshen	1	1	2	3	38	57	95	....	....	....	....	....	....	....
28	Ind	Greencastle	1	1	....	1	27	14	41	....	....	....	....	....	....	....
29	Ind	Kendallville	1	1	1	2	29	23	52	....	....	....	....	....	....	....
30	Ind	Lawrenceburgh	2	1	1	2	39	36	75	....	....	....	....	....	....	....
31	Ind	Peru	1	1	2	3	16	50	66	....	....	....	....	....	....	....
32	Ind	Seymour*	1	2	....	2	16	16	32	....	....	....	....	....	....	....
33	Ind	Shelbyville*	1	1	1	2	....	....	26	....	....	....	....	....	....	....
34	Ind	Valparaiso	1	2	....	2	37	25	62	....	....	....	....	....	....	....
35	Ind	Wabash City	1	1	1	2	....	....	....	....	....	....	....	....	....	....
36	Iowa	Cedar Falls	*b*1	1	2	3	27	49	76	....	....	....	....	....	....	....
37	Iowa	Fairfield	1	1	....	1	20	27	47	....	....	....	....	....	....	....
38	Iowa	Fort Dodge	1	1	1	2	30	39	69	....	....	....	....	....	....	....
39	Iowa	Fort Madison	....	....	....	....	....	....	....	....	....	....	....	....	....	....
40	Iowa	Independence*	2	....	4	4	70	84	154	....	....	....	....	....	....	....
41	Iowa	Lyons*	1	....	1	1	10	16	26	....	....	....	....	....	....	....
42	Iowa	Marshalltown	1	....	1	1	17	27	44	....	....	....	....	....	....	....
43	Iowa	McGregor	1	1	1	2	9	22	31	....	....	....	....	....	....	....
44	Iowa	Oskaloosa	2	1	3	4	60	70	130	....	....	....	....	....	....	....
45	Iowa	Waterloo	2	3	1	4	26	53	79	....	....	....	....	....	....	....
46	Iowa	Waverly	1	1	2	3	36	60	96	....	....	....	....	....	....	....
47	Iowa	Winterset	1	1	1	2	....	....	....	....	....	....	....	....	....	....
48	Kans	Baxter Springs*	....	....	....	....	....	....	....	....	....	....	....	....	....	....
49	Kans	Emporia	....	1	1	2	....	....	....	....	....	....	....	....	....	....
50	Kans	Fort Scott*	1	1	....	1	18	12	30	....	....	....	....	....	....	....
51	Kans	Ottawa	1	1	....	1	15	21	36	....	....	....	....	....	....	....
52	Kans	Paola	1	1	1	2	32	35	67	....	....	....	....	....	....	....
53	Kans	Wyandotte	1	2	....	2	14	18	32	....	....	....	....	....	....	....
54	Ky	Franklin	*d*2	2	2	4	35	37	72	....	....	....	....	....	....	....
55	Ky	Maysville	....	....	....	....	....	....	....	....	....	....	....	....	....	....
56	Ky	Owensborough	....	....	....	....	....	....	....	....	....	....	....	....	....	....
57	Ky	Paris	1	1	....	1	20	5	25	....	....	....	....	....	....	....
58	Me	Hallowell	1	2	....	2	25	35	60	1	1	....	1	25	....	25
59	Mich	Big Rapids	....	....	....	....	....	....	....	....	....	....	....	....	....	....
60	Mich	Cold Water	1	2	2	4	....	....	....	....	....	....	....	....	....	....
61	Mich	Grand Haven	1	1	2	3	19	28	47	....	....	....	....	....	....	....
62	Mich	Hillsdale	1	2	2	4	50	80	130	....	....	....	....	....	....	....
63	Mich	Lapeer	1	1	1	2	....	....	....	....	....	....	....	....	....	....
64	Mich	Manistee	1	1	2	3	....	....	....	....	....	....	....	....	....	....
65	Mich	Marshall	1	1	3	4	....	....	63	....	....	....	....	....	....	....
66	Mich	Niles	1	1	2	3	20	26	46	....	....	....	....	....	....	....
67	Mich	Owosso	1	1	2	3	....	....	....	....	....	....	....	....	....	....

inquiries by the United States Bureau of Education—Continued.

5,000 INHABITANTS—Continued.

and other schools, and grand total of schools.

Ungraded and other 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.	
43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	4	11	250	225	475	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	2	4	6	50	39	89	2
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	4	6	10	215	166	381	3
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	1	4	5	86	94	180	4
....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	1	5	6	155	142	297	5
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	2	7	9	....	....	300	6
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	1	10	11	409	336	745	7
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	1	8	9	....	....	525	8
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	1	20	21	409	483	892	9
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	3	11	14	335	347	682	10
....	....	....	....	....	....	....	....	....	....	....	....	....	....	21	1	23	24	381	407	788	11
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	2	14	16	342	397	739	12
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	3	2	5	151	132	283	13
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	2	12	14	288	321	609	14
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	6	8	....	....	....	15
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	2	14	16	417	526	943	16
....	....	....	....	....	....	....	....	....	....	....	....	....	....	a22	5	18	23	566	582	1,148	17
3	1	6	7	60	90	150	....	....	....	....	....	....	....	13	2	18	20	356	600	956	18
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	1	10	11	417	419	836	19
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	2	15	17	407	433	840	20
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	1	8	9	....	....	469	21
....	....	....	....	....	....	....	....	....	....	....	....	....	....	17	3	14	17	....	....	750	22
....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	4	5	136	156	292	23
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	2	7	9	223	251	474	24
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	....	9	9	222	235	457	25
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	2	10	12	254	312	566	26
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	1	11	12	403	467	870	27
2	10	1	11	250	175	425	....	....	....	....	....	....	....	7	12	9	21	450	375	825	28
....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	1	7	8	151	149	300	29
3	2	5	7	175	200	375	....	....	....	....	....	....	....	16	3	17	20	596	675	1,271	30
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	1	9	10	350	406	756	31
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	4	7	11	344	335	679	32
....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	3	13	16	....	....	555	33
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	2	9	11	291	296	587	34
....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	2	10	12	....	....	....	35
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	1	10	11	252	243	495	36
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	1	8	9	252	313	565	37
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	1	10	11	246	265	511	38
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	4	11	15	....	....	....	39
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	2	12	14	302	323	625	40
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	1	11	12	347	386	733	41
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	....	12	12	425	465	890	42
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	2	8	10	196	207	403	43
3	13	2	15	185	170	355	....	....	....	....	....	....	....	c20	14	19	33	650	698	1,348	44
....	....	....	....	....	....	....	....	....	....	....	....	....	....	22	3	15	18	363	478	841	45
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	2	9	11	230	269	499	46
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	1	8	9	221	224	445	47
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	2	3	5	97	96	193	48
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	1	8	9	....	....	....	49
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	2	13	15	332	351	683	50
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	2	6	8	....	....	466	51
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	4	5	9	361	286	647	52
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	6	8	14	215	246	461	53
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	3	5	8	95	155	250	54
....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	4	6	10	....	....	371	55
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	56
....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	1	....	....	108	66	174	57
1	2	....	2	15	20	35	....	....	....	....	....	....	....	13	6	10	16	268	257	525	58
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	1	7	8	180	220	400	59
....	....	....	....	....	....	....	....	....	....	....	....	....	....	17	2	18	20	....	....	775	60
....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	1	13	14	291	245	536	61
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	2	14	16	370	470	840	62
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	1	9	10	....	....	....	63
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	1	10	11	....	....	425	64
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	2	17	19	....	....	736	65
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	1	14	15	310	375	685	66
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	3	9	12	....	....	418	67

TABLE III.—CLASS C.—PART 2.—*School statistics of cities for* 1872; *from*

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	29	30	31	32	33	34	35	36	37	38	39	40	41	42
68	Mich..	Pontiac	1	2	1	3	61	92	153	....	....	....	....	....	....	.....
69	Mich..	Saint Clair*	1	1	1	2	9	17	26	....	....	....	....	....	....	.....
70	Mich..	Wyandotte	1	1	1	2	....	.....	45	....	....	....	....	....	....	.....
71	Minn..	Du Luth	1	1	1	2	8	12	20	....	....	....	....	....	....	.....
72	Minn..	Hastings	1	1	1	2	12	22	34	....	....	....	....	....	....	.....
73	Minn..	Mankato	1	1	1	2	23	27	50	....	....	....	....	....	....	.....
74	Minn..	Owatonna*	1	2	....	2	15	20	35	....	....	....	....	....	....	.....
75	Minn..	Red Wing	1	1	1	2	11	13	24	....	....	....	....	....	....	.....
76	Minn..	Rochester	1	1	1	2	35	21	56	....	....	....	....	....	....	.....
77	Mo....	Cape Girardeau	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
78	Mo....	Chillicothe*	1	1	....	1	16	45	61	....	....	....	....	....	....	.....
79	Mo....	Independence	1	1	....	1	30	20	50	....	....	....	....	....	....	.....
80	Mo....	Jefferson City	1	1	....	1	2	5	7	....	....	....	....	....	....	.....
81	Mo....	Louisiana	1	1	1	2	22	38	60	....	....	....	....	....	....	.....
82	Mo....	Macon	....	....	2	2	3	14	17	1	1	....	1	....	....	100
83	Mo....	Westport*	....	2	....	2	20	38	58	....	....	....	....	....	....	.....
84	Nev...	Austin	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
85	Nev...	Hamilton	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
86	N. J...	Atlantic City	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
87	N. J...	Salem*	1	1	1	2	30	41	71	1	1	2	3	....	....	50
88	Ohio ..	Gallipolis	1	....	2	2	25	43	68	....	....	....	....	....	....	.....
89	Ohio ..	Lancaster	1	1	1	2	18	23	41	....	....	....	....	....	....	.....
90	Ohio ..	Mount Vernon	1	1	3	4	36	54	90	....	....	....	....	....	....	.....
91	Ohio ..	Urbana	1	....	2	2	18	34	52	....	....	....	....	....	....	.....
92	Ohio ..	Warren	1	....	3	3	17	29	46	....	....	....	....	....	....	.....
93	Tex...	Brownsville	1	1	....	1	15	.....	15	1	2	....	2	50	....	50
94	Tex...	Jefferson	6	4	2	6	130	143	273	....	....	....	....	....	....	.....
95	U. Ter.	Ephraim City	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
96	U. Ter.	Manti*	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
97	U. Ter.	Mount Pleasant	....	....	....	....	....	.....	.....	2	2	....	2	36	12	48
98	Va....	Fredericksburgh	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
99	Wis...	Appleton	4	3	1	4	58	62	120	....	....	....	....	....	....	.....
100	Wis...	Beloit	1	1	2	3	35	80	115	....	....	....	....	....	....	.....
101	Wis...	Green Hay	1	1	1	2	21	34	55	....	....	....	....	....	....	.....
102	Wis...	Kenosha	1	2	1	3	47	52	99	....	....	....	....	....	....	.....
103	Wis...	Portage*	1	1	1	2	45	53	98	....	....	....	....	....	....	.....

* From last report
a Graded or district schools in four buildings.
b Department of graded school.

replies to inquiries by the United States Bureau of Education—Continued.

Ungraded and other 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.	
43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	2	15	17	587	664	1,251	68
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	2	8	10	121	169	290	69
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	1	8	9	.....	.....	532	70
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	2	7	9	259	241	500	71
....	....	7	7	....	50	50	....	....	....	....	....	....	....	....	1	17	18	375	427	802	72
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	3	14	17	363	427	790	73
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	2	8	10	449	417	866	74
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	1	15	16	302	302	604	75
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	1	14	15	500	525	1,025	76
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	3	7	10	242	228	470	77
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	3	9	12	247	334	581	78
2	3	3	6	50	90	140	....	....	....	....	....	....	....	15	5	14	19	355	385	740	79
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	1	9	10	329	324	653	80
....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	2	10	12	451	485	936	81
1	1	1	2	24	6	30	....	....	....	....	....	....	....	4	2	14	16	.....	.....	608	82
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	2	4	6	103	98	201	83
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	2	1	3	66	58	124	84
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	2	1	3	79	79	158	85
1	1	4	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	86
*e*1	1	....	1	9	12	21	....	....	....	....	....	....	....	7	3	11	14	243	213	456	87
....	....	....	....	....	....	....	....	....	....	....	....	....	....	17	2	16	18	404	459	863	88
....	....	....	....	....	....	....	....	....	....	....	....	....	....	18	3	16	19	332	385	717	89
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	1	18	19	407	476	883	90
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	3	13	16	297	335	632	91
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	....	17	17	266	253	519	92
1	1	1	2	60	40	100	....	....	....	....	....	....	....	6	6	5	11	315	235	550	93
....	....	....	....	....	....	....	1	....	2	2	20	35	55	14	10	5	15	300	383	683	94
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	2	1	3	103	107	210	95
....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	2	2	4	125	125	250	96
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	5	3	8	195	145	340	97
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	1	5	6	122	65	187	98
2	2	4	6	....	....	....	....	....	....	....	....	....	....	14	5	15	20	.....	.....	1,247	99
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	1	15	16	385	430	815	100
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	12	13	322	358	680	101
1	1	4	5	....	46	46	....	....	....	....	....	....	....	12	3	15	18	290	376	666	102
....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	1	10	11	343	367	710	103

c Including intermediate schools.
d Grades of Franklin Female College.
e Saint Clair Union School.

TABLE III.—*School statistics of cities for* 1872; *from replies to*

CLASS C.—CONTAINING LESS

PART 3.—School finances:

Number.	State.	Name of 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	64	65	66	67	68	69	70
1	Ala	Huntsville		$3,500 00				$1,000 00	$4,500 00
2	Ala	Tuscaloosa*		6,969 65					6,969 65
3	Cal	Marysville	$2,015 77	2,978 64	$3,766 50		$5,154 74		13,915 65
4	Fla	Pensacola			1,845 00			600 00	2,445 00
5	Fla	Saint Augustine		875 00			1,680 00	1,300 00	3,855 00
6	Fla	Tallahassee							
7	Ill	Amboy							
8	Ill	Bushnell							
9	Ill	Canton		1,183 12		$125 00	13,812 74	448 81	15,569 67
10	Ill	Centralia			1,082 16		6,745 00		7,827 16
11	Ill	Danville	3,080 43	1,723 64	374 54	6,000 00	26,262 51		37,441 12
12	Ill	Dixon*	483 24	1,598 81			18,480 10	418 98	21,981 13
13	Ill	El Paso							
14	Ill	Litchfield*							
15	Ill	Macomb	1,872 68	731 59			7,677 35	110 00	10,391 62
16	Ill	Mendota*	3,104 21	1,392 14			11,037 59		15,583 94
17	Ill	Monmouth	7,814 12	1,520 98			11,966 11	102 80	21,404 01
18	Ill	Morris	1,000 00	1,719 48			7,172 13		9,891 61
19	Ill	Olney	3,681 94	*b*790 76			5,355 96	410 76	10,239 42
20	Ill	Peru		1,297 00			15,000 00	125 00	16,422 00
21	Ill	Shelbyville	3,754 06	677 32			7,740 00	1,390 00	13,561 38
22	Ill	Sterling							
23	Ill	Watseka*	945 63		333 93	82 68	6,654 28	150 00	8,166 52
24	Ind	Columbia*	6,977 59					8,466 09	15,443 68
25	Ind	Connersville	5,089 50	4,947 51			2,092 56	27 64	12,157 21
26	Ind	Franklin City							8,000 00
27	Ind	Goshen	3,581 18	3,048 00		1,112 33	4,303 22		12,044 73
28	Ind	Greencastle	3,813 25	2,949 27				2,434 58	9,197 10
29	Ind	Kendallville	3,516 75	3,167 53				635 00	7,319 28
30	Ind	Lawrenceburgh	3,000 00	4,500 00		3,500 00			11,000 00
31	Ind	Peru							
32	Ind	Seymour*	5,477 34	3,614 78	2,027 83	132 80			10,252 75
33	Ind	Shelbyville							
34	Ind	Valparaiso		2,998 00					2,998 00
35	Ind	Wabash City	573 13	2,122 62	3,111 55	1,000 00		103 80	6,911 10
36	Iowa	Cedar Falls	5,533 91	469 59			12,224 59		18,228 09
37	Iowa	Fairfield	160 93	931 11			8,877 26	25 50	9,994 80
38	Iowa	Fort Dodge	18,066 72		8,493 48		15,743 64		42,303 84
39	Iowa	Fort Madison	426 53	2,115 84	1,603 25				4,145 62
40	Iowa	Independence*	6,981 57	1,275 94			14,508 51	609 20	23,375 22
41	Iowa	Lyons*	2,531 20	2,475 28			13,336 50	10,000 00	26,415 50
42	Iowa	Marshalltown							25,130 55
43	Iowa	McGregor							
44	Iowa	Oskaloosa		1,736 90			19,380 14		21,117 04
45	Iowa	Waterloo	*c*4,137 78	1,201 50			10,539 20	303 43	16,181 91
46	Iowa	Waverly			856 14		8,269 62		9,125 76
47	Iowa	Winterset	1,967 00	769 00			3,550 00		6,286 00
48	Kans	Baxter Springs*		684 00					684 00
49	Kans	Emporia	2,802 07	1,121 37	81 23		8,066 94	38 30	12,109 91
50	Kans	Fort Scott*	2,390 00	2,850 00		15,949 00		37,825 00	59,014 00
51	Kans	Ottawa	473 81	1,600 26			5,315 67	27,000 00	34,389 74
52	Kans	Paola	34,390 23	1,293 66			6,950 66		42,634 55
53	Kans	Wyandotte		1,600 00					
54	Ky	Franklin		800 00					
55	Ky	Maysville	678 22	3,269 20			2,845 40	1,370 45	8,163 27
56	Ky	Owensborough							
57	Ky	Paris		1,170 00			2,700 00		3,870 00
58	Me	Hallowell		1,100 00			3,500 00		4,600 00
59	Mich	Big Rapids	500 00	250 00			6,000 00		6,750 00
60	Mich	Coldwater	3,735 24	1,820 00	611 52	300 65	8,273 00	3,689 65	18,430 06
61	Mich	Grand Haven	5,462 67	428 34		654 12	14,777 76		21,322 89

* From last report.

(*a*) Includes expenditure for books and stationery.

(*b*) State and county fund.

inquiries by the United States Bureau of Education—Continued.

THAN 5,000 INHABITANTS—Continued.

income and expenditure—Continued.

EXPENDITURE.										
Permanent.		Current.								
Sites and buildings.	Libraries and apparatus.	Salaries of superintendents.	Salaries of teachers.	Fuel, lights, &c.	Rent.	Repairs.	Stationery and school-books.	Miscellaneous expenses.	Total.	Number.
71	72	73	74	75	76	77	78	79	80	1
.....	.....	$125 00	$4,375 00	.....	.....	.....	.....	.....	$4,500 00	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	6,969 65	2
.....	$50 00	600 00	11,832 57	.....	$300 00	$1,119 50	$145 00	.....	14,047 07	3
.....	.....	.....	2,100 00	$25 00	300 00	20 00	.....	.....	2,445 00	4
$900 00	50 00	.....	4,295 00	25 00	200 00	.....	50 00	$70 00	5,590 00	5
.....	.....	800 00	3,755 00	100 00	.....	.....	.....	.....	4,655 00	6
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8
.....	668 97	1,400 00	8,071 50	a2,269 85	.....	79 88	.....	2,797 39	15,287 59	9
.....	.....	1,200 00	5,200 00	402 00	280 00	321 00	15 00	.....	7,418 00	10
10,670 00	.....	1,500 00	12,656 65	2,971 26	400 00	2,800 00	38 72	.....	30,436 63	11
7,219 00	295 56	2,700 00	6,265 00	795 92	.....	549 01	10 25	.....	17,834 74	12
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
.....	.....	1,500 00	6,170 00	312 00	300 00	257 00	.....	559 10	9,098 10	15
6,932 43	.....	1,500 00	6,400 00	751 51	.....	.....	.....	8,651 51	15,583 94	16
416 00	.....	.....	11,633 05	4,226 47	.....	362 42	.....	.....	16,637 94	17
140 06	46 90	1,500 00	5,635 00	496 88	344 90	209 44	.....	.....	8,373 18	18
60,000 00	300 00	1,350 00	4,140 00	308 00	.....	40 25	98 00	665 25	66,901 50	19
4,800 00	156 00	2,000 00	7,250 00	800 00	.....	350 00	20 00	.....	15,376 00	20
1,030 00	200 00	1,500 00	3,275 00	1,000 00	.....	.....	.....	5,000 00	12,005 00	21
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22
14,300 00	.....	.....	3,000 00	418 00	.....	.....	.....	.....	17,718 00	23
.....	.....	1,200 00	3,858 75	1,371 00	.....	.....	.....	.....	6,429 75	24
590 40	.....	1,500 00	3,465 00	815 27	.....	2,913 03	.....	.....	9,283 70	25
.....	.....	1,500 00	6,000 00	.....	.....	.....	.....	.....	7,500 00	26
.....	150 00	1,500 00	3,345 00	350 00	.....	100 00	40 00	.....	5,485 00	27
.....	.....	1,200 00	.....	.....	.....	.....	.....	.....	.....	28
35,000 00	500 00	1,000 00	2,600 00	400 00	.....	25 00	.....	.....	39,525 00	29
.....	150 00	1,450 00	5,230 00	1,000 00	.....	100 00	.....	.....	7,930 00	30
.....	.....	1,400 00	3,600 00	615 00	.....	600 00	15 00	.....	6,215 00	31
27,000 00	200 00	1,400 00	2,950 00	550 00	.....	.....	.....	.....	32,800 00	32
.....	50 00	1,500 00	.....	.....	.....	.....	.....	.....	.....	33
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34
.....	.....	1,250 00	5,100 00	.....	.....	533 70	.....	.....	6,883 70	35
13,373 93	.....	1,200 00	3,779 00	987 67	.....	125 00	30 00	.....	19,495 60	36
35,000 00	500 00	900 00	2,970 00	691 09	.....	108 35	.....	.....	40,169 44	37
25,924 53	.....	480 00	4,987 78	1,011 36	278 62	1,014 60	.....	1,706 69	35,403 58	38
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	39
9,484 98	.....	.....	5,865 00	629 54	20 00	538 40	195 85	.....	16,733 77	40
.....	60 00	1,000 00	4,350 28	710 73	.....	900 96	.....	.....	7,021 97	41
.....	.....	.....	.....	.....	.....	.....	.....	.....	22,122 85	42
.....	.....	1,500 00	4,500 00	.....	.....	.....	.....	.....	6,000 00	43
4,517 32	.....	1,200 00	6,615 85	512 00	25 00	4,983 38	200 00	.....	18,053 55	44
6,184 87	1,309 70	2,700 00	6,280 00	248 63	83 25	.....	.....	1,019 30	17,825 75	45
2,412 54	.....	1,500 00	4,259 00	321 30	.....	624 74	17 18	.....	9,125 76	46
35,000 00	500 00	1,000 00	3,150 00	450 00	.....	100 00	.....	.....	40,200 00	47
1,500 00	150 00	.....	1,230 00	150 00	75 00	40 00	.....	.....	16,643 00	48
.....	.....	1,000 00	4,780 00	988 05	.....	996 62	.....	.....	7,764 67	49
37,825 00	100 00	1,200 00	6,500 00	300 00	300 00	500 00	50 00	.....	56,624 60	50
27,000 00	.....	.....	3,970 00	256 10	1,028 00	45 05	78 35	1,206 50	33,584 00	51
59,390 00	196 00	1,250 00	3,650 00	1,672 00	.....	.....	.....	.....	66,158 00	52
25,000 00	.....	1,500 00	5,720 00	200 00	.....	3,000 00	.....	.....	35,420 00	53
d28,000 00	d250 00	.....	.....	.....	.....	.....	.....	.....	.....	54
637 00	.....	.....	4,800 00	250 53	.....	283 05	.....	50 00	6,020 58	55
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	56
.....	.....	.....	3,100 00	100 00	.....	175 00	.....	.....	3,375 00	57
.....	100 00	125 00	.....	.....	.....	300 00	90 00	.....	.....	58
.....	.....	1,600 00	3,160 00	500 00	.....	.....	.....	.....	5,260 00	59
.....	150 00	1,500 00	8,109 00	.....	.....	2,190 82	.....	6,534 76	18,484 58	60
e14,561 75	.....	1,800 00	5,102 68	.....	.....	.....	.....	.....	21,404 43	61

(*c*) Income for West Waterloo only.
(*d*) In 3 years.
(*e*) Includes repairs, fuel, lights, &c.

TABLE III.—CLASS C.—PART 2.—*School statistics of cities for* 1872; *from*

Number.	State.	Name of 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	64	65	66	67	68	69	70
62	Mich..	Hillsdale	$485 00	$525 00	$2,356 00	.....	$9,400 00	$2,008 00	$14,774 00
63	Mich..	Lapeer	1,486 08	345 27	551 77	$200 00	4,542 58	.....	7,125 70
64	Mich..	Manistee	1,238 86	420 48	871 87	.....	10,000 00	1,228 55	13,759 76
65	Mich..	Marshall	2,432 34	766 56	.....	1,683 93	16,675 56	669 46	22,227 85
66	Mich..	Niles	.....	721 92	.....	150 00	15,125 80	225 63	16,223 35
67	Mich..	Owosso	345 79	505 86	389 28	156 00	12,096 05	.....	13,492 98
68	Mich.	Pontiac	6,450 81	2,809 78	.....	.....	18,423 79	5,425 13	33,109 51
69	Mich..	Saint Clair*	438 88	1,126 39	95 07	74 00	2,800 00	56 82	4,591 16
70	Mich..	Wyandotte	812 03	520 32	265 15	.....	9,618 60	117 63	11,333 73
71	Minn .	Du Luth	.....	.....	.....	.....	.....	.....	.....
72	Minn .	Hastings	174 42	2,510 58	.....	.....	9,349 63	327 88	12,362 51
73	Minn .	Mankato	3,694 77	3,362 64	.....	.....	25,500 00	34 56	32,591 97
74	Minn .	Owatonna*	.....	894 21	.....	.....	3,635 71	.....	4,530 00
75	Minn .	Red Wing	2,347 23	3,061 58	.....	.....	13,226 70	63 85	18,699 36
76	Minn .	Rochester	.....	.....	.....	.....	.....	.....	.....
77	Mo ...	Cape Girardeau	773 37	910 70	.....	.....	5,883 27	16 50	7,583 84
78	Mo ...	Chillicothe*	.....	500 00	1,500 00	.....	5,000 00	.....	7,000 00
79	Mo ...	Independence	.....	850 00	750 00	.....	7,000 00	.....	8,600 00
80	Mo ...	Jefferson City	.....	.....	.....	.....	12,573 85	.....	12,573 85
81	Mo ...	Louisiana	253 43	760 38	.....	.....	9,264 03	.....	10,277 84
82	Mo ...	Macon	.....	488 40	580 55	85 90	9,300 93	.....	10,455 78
83	Mo ...	Westport*	515 10	243 95	.....	76 20	4,190 00	.....	5,025 95
84	Nev ..	Austin	2,356 26	1,351 51	2,225 07	.....	.....	.....	5,932 84
85	Nev ..	Hamilton	450 00	1,920 00	2,470 80	.....	.....	.....	4,840 80
86	N. J ..	Atlantic City	147 27	1,745 14	.....	.....	1,600 00	527 00	4,019 41
87	N. J ..	Salem*	11 00	473 86	285 46	.....	4,896 90	.....	5,566 32
88	Ohio ..	Gallipolis	.....	.....	.....	.....	.....	.....	.....
89	Ohio ..	Lancaster	4,168 57	2,071 40	.....	.....	13,914 65	18,988 75	39,143 37
90	Ohio ..	Mount Vernon	4,156 53	2,128 00	136 80	.....	10,467 85	321 00	17,210 18
91	Ohio ..	Urbana	3,550 05	2,701 10	.....	.....	16,349 10	450 20	23,050 45
92	Ohio ..	Warren	7,037 16	2,017 40	19,130 79	169 30	.....	147 40	28,502 05
93	Tex...	Brownsville	.....	5,000 00	.....	.....	1,000 00	5,000 00	11,000 00
94	Tex...	Jefferson*	.....	.....	.....	.....	.....	.....	.....
95	Utah..	Ephraim City	.....	.....	.....	.....	.....	.....	.....
96	Utah..	Manti*	.....	.....	.....	.....	575 00	1,400 00	1,975 00
97	Utah..	Mount Pleasant	.....	.....	.....	.....	.....	.....	.....
98	Va....	Fredericksburgh	.....	1,025 73	1,000 00	.....	.....	.....	2,025 73
99	Wis ..	Appleton	.....	.....	.....	.....	.....	.....	.....
100	Wis ..	Beloit	886 77	609 94	1,120 32	.....	14,800 00	4,913 00	22,330 03
101	Wis ..	Green Bay	7,955 01	553 41	1,724 62	.....	12,000 00	277 20	22,510 24
102	Wis ..	Kenosha	.....	.....	.....	.....	.....	.....	.....
103	Wis ..	Portage*	.....	593 19	601 60	.....	5,500 00	155 00	6,849 79

* From last report.

replies to inquiries by the United States Bureau of Education—Continued.

EXPENDITURE.										
Permanent.		Current.								
Sites and buildings.	Libraries and apparatus.	Salaries of superintendents.	Salaries of teachers.	Fuel, lights, &c.	Rent.	Repairs.	Stationery and school-books.	Miscellaneous expenses.	Total.	Number.
71	72	73	74	75	76	77	78	79	80	1
$5,280 00	$350 00	$1,250 00	$5,500 00	.....	.....	.....	.....	$1,686 00	$14,066 00	62
716 93	100 00	1,500 00	3,200 00	$1,118 15	.....	$200 00	$50 00	.....	6,885 08	63
.....	900 00	975 00	4,382 90	442 24	.....	2,549 92	.....	.....	9,250 06	64
16,000 00	138 42	1,600 00	6,605 00	700 00	.....	778 00	155 00	.....	25,976 42	65
.....	120 00	1,800 00	6,329 15	6,740 00	.....	1,050 00	100 25	.....	16,139 40	66
.....	.....	100 00	5,575 00	1,752 94	.....	1,224 94	.....	4,000 00	12,652 88	67
16,726 05	350 75	1,800 00	6,996 00	2,300 40	.....	1,512 59	400 00	.....	30,085 79	68
25,000 00	200 00	.....	2,990 00	.....	$738 47	305 15	.....	.....	4,591 16	69
2,900 00	197 40	1,100 00	2,750 00	354 00	.....	.....	.....	2,692 33	9,093 73	70
1,000 00	.....	900 00	3,000 00	450 00	.....	300 00	.....	.....	5,650 00	71
.....	155 55	1,200 00	6,600 00	320 12	.....	139 64	.....	.....	8,415 31	72
17,806 00	420 00	1,100 00	4,423 00	4,445 39	45 00	2,400 00	185 00	.....	30,824 39	73
.....	.....	1,200 00	3,330 00	220 00	700 00	.....	.....	.....	5,450 00	74
1,055 00	272 49	1,500 00	7,071 31	1,307 17	.....	300 00	.....	.....	11,505 98	75
.....	.....	1,600 00	7,000 00	.....	.....	.....	.....	.....	8,600 00	76
20,000 00	.....	.....	5,650 00	46 35	454 75	.....	.....	1,351 55	27,502 65	77
.....	150 00	1,100 00	4,280 00	225 00	800 00	50 00	.....	.....	6,605 00	78
.....	.....	1,200 00	6,600 00	350 00	150 00	300 00	.....	.....	8,600 00	79
42,000 00	.....	1,500 00	8,867 50	551 35	.....	.....	.....	.....	52,918 85	80
.....	41 70	1,800 00	5,737 30	690 53	108 00	608 25	.....	.....	8,985 78	81
.....	.....	1,000 00	4,050 00	188 88	80 00	55 80	95 00	4,722 12	10,191 80	82
1,900 00	.....	680 00	2,000 00	145 00	.....	40 00	.....	.....	4,725 00	83
.....	.....	.....	4,538 87	330 85	.....	.....	.....	129 00	4,998 72	84
.....	.....	600 00	3,000 00	300 00	.....	.....	.....	.....	3,900 00	85
10,000 00	200 00	50 00	2,650 00	.....	.....	.....	.....	1,084 87	13,984 87	86
.....	.....	122 40	3,850 00	225 00	32 00	.....	325 92	.....	4,554 32	87
.....	.....	1,800 00	.....	.....	.....	.....	.....	.....	.....	88
18,701 10	.....	1,300 00	8,979 62	2,496 65	.....	.....	.....	597 38	32,074 75	89
897 50	.....	1,000 00	7,350 00	1,534 65	.....	.....	.....	.....	10,782 15	90
2,597 94	.....	1,800 00	9,186 90	2,260 80	.....	.....	.....	.....	15,845 64	91
8,294 67	.....	1,800 00	7,093 00	2,948 78	.....	.....	.....	.....	20,136 45	92
.....	.....	.....	9,950 00	450 00	500 00	50 00	50 00	.....	11,000 00	93
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	94
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	95
500 00	75 00	.....	1,400 00	.....	.....	.....	.....	.....	1,975 00	96
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	97
800 00	.....	30 00	1,260 00	94 63	.....	.....	10 51	.....	2,195 14	98
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	99
.....	.....	100 00	7,908 00	.....	.....	.....	.....	11,286 41	19,294 41	100
5,002 29	.....	400 00	7,500 00	663 05	.....	765 00	.....	300 02	14,630 36	101
.....	185 00	200 00	6,075 00	635 25	.....	382 75	40 00	183 69	7,701 69	102
387 00	.....	200 00	4,819 00	500 00	75 00	262 25	.....	.....	6,243 33	103

TABLE III.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

CLASS C.—CONTAINING LESS THAN 5,000 INHABITANTS—Continued.

PART 4.—Miscellaneous—Teachers' salaries, statistics of instruction in drawing, music, foreign languages, &c.

Number.	State.	Name of city.	Salaries of teachers.*											
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.		Assistants in high schools.		Ungraded and other schools.	
			M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	2	3	81	82	83	84	85	86	87	88	89	90	91	92
1	Ala	Huntsville	$40 00	$40 00	$60 00	$60 00	$50 00		$80 00	$60 00	$60 00			
2	Ala	Tuscaloosa												
3	Cal	Marysville	83 33	55 83	108 33	91 66			150 00					
4	Fla	Pensacola		30 00		40 00			75 00					
5	Fla	Saint Augustine		63 75		37 50			91 66	22 50				
6	Fla	Tallahassee		50 00					125 00	60 00	75 00	$50 00		
7	Ill	Amboy		25 to 40		50 00			133 33			50 00		
8	Ill	Bushnell		40 00		40 00			83 33			45 00		
9	Ill	Canton		37 00		45 00		$33 00	155 55			50 & 55		
10	Ill	Centralia	53 33	33 33		33 33		33 33	100 00			33 33		
11	Ill	Danville		30 to 45				45 00				45 00		
12	Ill	Dixon												
13	Ill	El Paso		40 00	75 00	75 00	45 00	50 00						
14	Ill	Litchfield												
15	Ill	Macomb		35 00	80 00	45 00						50 00		
16	Ill	Mendota												
17	Ill	Monmouth			a70 00	a40 00								
18	Ill	Morris		25 00 to 31 25		33 33		31 25	125 00			33 33	$125 00	$41 66
19	Ill	Olney		40 00		50 00		50 00		60 00				
20	Ill	Peru		b30 55				b36 90			62 50	b50 00		
21	Ill	Shelbyville	30 00	30 00				37 50				45 00		
22	Ill	Sterling		40 00	100 00			45 to 50	125 00			60 00		
23	Ill	Watseka												
24	Ind	Columbia												
25	Ind	Connersville		39 2-7		50 00				60 00				
26	Ind	Franklin City	45 00	45 00		45 00		45 00		88 00		45 00		
27	Ind	Goshen		25 00 to 33 33		50 00				66 66		37 50		
28	Ind	Greencastle		45 00		55 00			120 00					
29	Ind	Kendallville												
30	Ind	Lawrenceburgf		39 10			63 16	40 00	145 00	55 00				
31	Ind	Peru		33 33		33 33			116 66	50 00		33 33		
32	Ind	Seymour												

33	Ind ...	Shelbyville	40 00	40 00	45 00	45 00			104 16	41 66								
34	Ind ...	Valparaiso		33 33				33 33	155 55		66 66							
35	Ind ...	Wabash City																
36	Iowa..	Cedar Falls		40 00		40 00			100 00			40 & 55						
37	Iowa..	Fairfield		35 00		35 00			100 00		50 00							
38	Iowa..	Fort Dodge		45 83 & 58 33		50 00				54 16		50 00						
39	Iowa..	Fort Madison			*c*75 00	*c*50 00	*c*60 00	*c*30 00										
40	Iowa..	Independence																
41	Iowa..	Lyons																
42	Iowa..	Marshalltown		37 50				41 66		62 50								
43	Iowa..	McGregor		30 00	45 83			45 83	125 00			50 00						
44	Iowa..	Oskaloosa		50 00		50 00		50 00		55 00		50 00						
45	Iowa..	Waterloo		*d*40 to 45		45 00		40 00	133 33 & 150		45 00	45 00						
46	Iowa..	Waverly		35 to 40	60 00	40 to 45			125 00	45 00		45 00						
47	Iowa..	Winterset		31 87				30 00	83 33			45 00						
48	Kans .	Baxter Springs																
49	Kans .	Emporia		60 00		75 00												
50	Kans .	Fort Scott																
51	Kans .	Ottawa	50 00	41 66		41 66		41 66	83 33									
52	Kans .	Paola	50 00	40 & 50	50 & 60			40 00	104 16			50 00						
53	Kans .	Wyandotte		54 00	65 00	70 00		60 00	100 00									
54	Ky ...	Franklin																
55	Ky ...	Maysville	65 00	30 & 40	75 00													
56	Ky ...	Owensborough																
57	Ky ...	Paris		50 00		50 00			108 33									
58	Mo ...	Hallowell		18 75		35 41			83 33		58 33							
59	Mich .	Big Rapids		30 00				33 33		50 00								
60	Mich .	Cold Water																
61	Mich .	Grand Haven		32 50		40 00		36 66		50 00		38 33						
62	Mich .	Hillsdale		30 00		33 33		30 00	104 16	41 66								
63	Mich .	Lapeer		28 33		28 33		28 33	125 00			40 00						
64	Mich .	Manistee		37 50		37 50						37 50 & 58 33						
65	Mich .	Marshall		27 08				37 50	*e*133 33	66 66		41 66 & 50 00						
66	Mich .	Niles				33 33				66 66		33 33						
67	Mich .	Owosso	26 66	26 66		33 33			125 00	50 00		37 50						
68	Mich .	Pontiac		21 33 to 30 00		33 33		30 00	83 33	50 00	41 66							
69	Mich .	Saint Clair																
70	Mich .	Wyandotte		25 00		33 33		29 16	*e*83 33	41 66								
71	Minn .	Du Luth	37 50	25 41				25 41	75 00			25 41						
72	Minn .	Hastings		37 50		37 50			100 00			37 50						
73	Minn .	Mankato		45 00	50 00				100 00	45 00		45 00						
74	Minn .	Owatonna																
75	Minn .	Red Wing		35 41 to 37 50		41 66 to 45 83			75 00			58 33						
76	Minn .	Rochester		41 66		41 66				66 66								
77	Mo ...	Cape Girardeau	55 00	40 00	120 00			50 00										
78	Mo ...	Chillicothe																
79	Mo ...	Independence		50 00		50 00		50 00	130 00		65 00							

* The salaries given are for one calendar month.
† In evening schools for males, $50; females, $35.
a Salaries of teachers of graded schools.
b Average monthly pay.
c Salaries of teachers in public schools.
d For month of 20 days.
e The principal is the city superintendent.

TABLE III.—CLASS C.—PART 4.—*School statistics of cities for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Salaries of teachers.											
			In primary schools.		Principal in grammar schools.		Assistants in grammar schools.		Principal in high schools.		Assistants in high schools.		Ungraded and other schools.	
			M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	2	3	81	82	83	84	85	86	87	88	89	90	91	92
80	Mo ...	Jefferson City	.....	$50 00	.....	.....	.....	$50 to 75	.....	.....	.....	.....	.....	.....
81	Mo ...	Louisiana	$37 50	37 50	$37 50	$37 50	.....	37 50	$75 00	.....	.....	$37 50	$66 66	$41 66
82	Mo ...	Macon	.....	33 33	.....	.....	.....	33 33	.....	$54 16	.....	33 33	.....	.....
83	Mo ...	Westport	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84	Nev ..	Austin	125 00	80 00	150 00	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	Nev ..	Hamilton	100 00	.....	150 00	.....	.....	.....	150 00	.....	.....	.....	.....	.....
86	N. J ..	Atlantic City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	N. J ..	Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	Ohio ..	Gallipolis	.....	40 00	.....	50 00	.....	40 00	.....	66 66	.....	45 00	.....	.....
89	Ohio ..	Lancaster	.....	30 83	70 83	37 50	.....	.....	83 33	.....	.....	37 50	.....	.....
90	Ohio ..	Mount Vernon	.....	29 16	.....	33 33	.....	.....	83 33	.....	.....	37 50	.....	.....
91	Ohio ..	Urbana	.....	30 00	58 33	50 00	.....	.....	.....	83 33	.....	58 33	.....	.....
92	Ohio ..	Warren	.....	36 09	.....	66 66	.....	31 66	.....	58 33	.....	50 00	.....	.....
93	Tex...	Brownsville‡	75 00	75 00	.....	.....	$100	100 00	125 00	125 00	$75 00	75 00	75 to 100	.....
94	Tex...	Jefferson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	Utah .	Ephraim City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	Utah .	Manti	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	Utah .	Mount Pleasant	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	Va....	Fredericksburgh	20 00	20 00	40 00	20 00	.....	.....	.....	.....	.....	.....	.....	.....
99	Wis ..	Appleton	.....	33 33	50 to 83 33	41 66	.....	.....	.....	.....	.....	.....	83 33 to 125	62 50 to 66 66
100	Wis ..	Beloit	.....	20 00 to 23 32	.....	26 66 to 41 66	.....	21 66 to 33 33	133 33	.....	.....	62 50 to 66 66	.....	.....
101	Wis ..	Green Bay	.....	41 66	.....	41 66	.....	.....	125 00	.....	.....	41 66	.....	.....
102	Wis ..	Kenosha	.....	20 83 to 29 16	.....	41 66	.....	.....	133 33	.....	37 50	58 33	.....	.....
103	Wis ..	Portage	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* In evening schools for males, $60; females, $60.

TABLE III.—CLASS C.—PART 2.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Number of students preparing for college.	Number of students preparing for scientific course in college.	Schools in which drawing is taught.	Number of pupils in drawing.	Is vocal music taught?	Number of pupils in vocal music.	Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.
1	2	3	93	94	95	96	97	98	99	100	101	102	103	104
1	Ala	Huntsville												
2	Ala	Tuscaloosa												
3	Cal	Marysville	5	5			Yes							
4	Fla	Pensacola												
5	Fla	Saint Augustine	12		In one	30	Yes	297	No					
6	Fla	Tallahassee												
7	Ill	Amboy	10		High	14	No		No		High	8		
8	Ill	Bushnell												
9	Ill	Canton	4	5			No		No					
10	Ill	Centralia			Primary		Yes	682	No		Primary	80		
11	Ill	Danville	2	1			Yes	1,436	No		High		High	
12	Ill	Dixon												
13	Ill	El Paso												
14	Ill	Litchfield												
15	Ill	Macomb	3		Primary		No		No					
16	Ill	Mendota												
17	Ill	Monmouth					Yes	1,148	No					
18	Ill	Morris	6	2	Primary	150	Yes	350	No					
19	Ill	Olney	20						Yes	25	High and grammar	180		
20	Ill	Peru			High and grammar	45	Yes	54			High and grammar	84		
21	Ill	Shelbyville			Primary	250	Yes	20	Yes	10				
22	Ill	Sterling	1											
23	Ill	Watseka												
24	Ind	Columbia												
25	Ind	Connersville			All	457	Yes	457	Yes	33	Primary	47		
26	Ind	Franklin City	20		In all	576	Yes	576	Yes	50				
27	Ind	Goshen	4								High	14	High	3
28	Ind	Greencastle												
29	Ind	Kendallville												
30	Ind	Lawrenceburgh	10	8	In all	540	Yes	600	No		In all	225		
31	Ind	Peru									High and grammar	30		
32	Ind	Seymour												

TABLE III.—CLASS C.—PART 4.—*School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	State.	Name of city.	Number of students preparing for college.	Number of students preparing for scientific course in college.	Schools in which drawing is taught.	Number of pupils in drawing.	Is vocal music taught?	Number of pupils in vocal music.	Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.
1	2	3	93	94	95	96	97.	98	99	100	101	102	103	104
33	Ind ...	Shelbyville			In all							100		
34	Ind ...	Valparaiso	20	9	Grammar	357	No.		No.		High			
35	Ind ...	Wabash City					Yes.	80	No.		Grammar and primary	76		
36	Iowa..	Cedar Falls			In all									
37	Iowa..	Fairfield	13											
38	Iowa..	Fort Dodge	6	3			Yes.		No.					
39	Iowa..	Fort Madison									In all			
40	Iowa..	Independence												
41	Iowa..	Lyons												
42	Iowa..	Marshalltown	4	4			Yes.	552	No.					
43	Iowa..	McGregor	10								High and grammar	80		
44	Iowa..	Oskaloosa	175	25	Intermediate and prim'y	400	Yes.	500	Yes.	25	High and ungraded	60		
45	Iowa..	Waterloo	7	4	In one		Yes.	356	No.		High	20		
46	Iowa..	Waverly									High	60		
47	Iowa..	Winterset			Primary		No.		No.					
48	Kans .	Baxter Springs												
49	Kans .	Emporia	3	1										
50	Kans .	Fort Scott												
51	Kans .	Ottawa			Primary	50	Yes.	466	No.					
52	Kans .	Paola			Grammar and primary		Yes.	579	No.					
53	Kans .	Wyandotte			Primary		Yes		No.		High	12		
54	Ky ...	Franklin			High	6	Yes.	12	Yes.	25			High	12
55	Ky ...	Maysville												
56	Ky ...	Owensborough												
57	Ky ...	Paris	15	18							High	5	High	5
58	Me ...	Hallowell	2		Intermediate	40	Yes.	150	No.		High			
59	Mich .	Big Rapids									High and grammar	10	High and grammar	5
60	Mich .	Cold Water	15	6	High		No.		No.		High	12	High	18
61	Mich .	Grand Haven	5	2							High	12		
62	Mich .	Hillsdale	10	6	High and intermediate	200	No.		No.		High	12		
63	Mich .	Lapeer	6	2	Grammar						High	10	High	6
64	Mich .	Manistee	2		High	18	No.		No.		High		High	
65	Mich .	Marshall			Grammar and primary	550	No.		No.		High and grammar	45	High	10
66	Mich .	Niles	3	1	Primary	530	No.		No.				High	5

67	Mich.	Owosso	5		Gram., inter., and prim.	175	No.		No.		High	20	High	15
68	Mich.	Pontiac	10		High	19	Yes.	253	Yes.	9	High	16	High	4
69	Mich.	Saint Clair												
70	Mich.	Wyandotte	3				No.		No.		High and grammar	32	High	
71	Minn.	Du Luth	2				No.		No.					
72	Minn.	Hastings	2	1	Grammar and primary	600	No.		No.		High	2		
73	Minn.	Mankato	8		Primary	200	Yes.	500	No.		High and grammar	118		
74	Minn.	Owatonna												
75	Minn.	Red Wing			High, gram., and prim.	1,010	Yes.	1,010	No.		High	7		
76	Minn.	Rochester			Grammar and primary	969			No.		High	14	High	12
77	Mo.	Cape Girardeau					Yes.	408			In all			
78	Mo.	Chillicothe												
79	Mo.	Independence					Yes	600	No.		All	500		
80	Mo.	Jefferson City												
81	Mo.	Louisiana	6		Primary	400	Yes.	460	Yes.	30	High, inter., and gram.	80		
82	Mo.	Macon			Primary	189	Yes.	478	Yes.	32				
83	Mo.	Westport												
84	Nev.	Austin			Grammar	6			No.		Grammar	4		
85	Nev.	Hamilton												
86	N. J.	Atlantic City			Corporate		No.							
87	N. J.	Salem												
88	Ohio.	Gallipolis		1	Primary				No.		In all			
89	Ohio.	Lancaster	10		Primary	234	Yes.	861	No.					
90	Ohio.	Mount Vernon	5	3	Grammar and primary	284	Yes.	883	No.				High	15
91	Ohio.	Urbana			Grammar	298	Yes.	632	No.		High	21	High	6
92	Ohio.	Warren	1		Primary		No.				High	21	High	1
93	Tex.	Brownsville			High and grammar	75	Yes.	60	Yes.	80			High and grammar	65
94	Tex.	Jefferson												
95	Utah.	Ephraim City												
96	Utah.	Manti												
97	Utah.	Mount Pleasant												
98	Va.	Fredericksburgh												
99	Wis.	Appleton					No.		No.		1 ward school	35		
100	Wis.	Beloit	12		High, ung., gram., & inter.	450	Yes.	850	No.			15		8
101	Wis.	Green Bay	3		All		No.		No.					
102	Wis.	Kenosha	10	7			Yes.	90	No.		High	50		
103	Wis.	Portage												

a In West Waterloo.

Cities of Class C from which no information has been received.

State.	Name of city.	Population, census 1870.
Alabama	Eufaula	3,185
Alabama	Talladega	1,933
Alabama	Tuscumbia	1,214
Georgia	Athens	4,251
Illinois	Anna	1,269
Illinois	Champaign	4,625
Illinois	Waukegan	4,507
Indiana	Crawfordsville	3,701
Iowa	Glenwood	1,291
Iowa	Maquoketa	1,756
Iowa	Sioux City	3,401
Kentucky	Henderson	4,171
Louisiana	Donaldsonville	1,573
Michigan	Corunna	1,408
Minnesota	Saint Cloud	2,161
Mississippi	Columbus	4,812
Mississippi	Grenada	1,887
Nevada	Treasure	1,920
New Jersey	Harrison	4,129
North Carolina	Charlotte	4,473
North Carolina	Fayetteville	4,660
Tennessee	Columbia	2,550
Tennessee	Murfreesborough	3,993
Tennessee	Shelbyville	1,719
Texas	Waco	3,008
Utah	Logan	1,757
Vermont	Vergennes	1,570
Wisconsin	Beaver Dam	3,265

TABLE IV.—*Statistics of normal schools for* 1872; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation from—			Instructors.			Students.						Graduates since organization.				
					State.	County.	City.													Who have received academic or other degree.	
					Dollars.	Dollars.	Dollars.	Total number.	Resident.	Non-resident.	Total number.	In first year of course.	In second year of course.	In third year of course.	Male.	Female.	Total number.	Male.	Female.	Male.	Female.
1	Normal departm't Talladega College	Talladega, Ala	1870	N. N. Safford	.....	.....	.....	5	5	..	14	8	6	....	.....	.....	.....	.....	.....	.....	.....
2	Pine Bluff Normal Institute	Pine Bluff, Ark	1870	M. W. Martin	.....	.....	.....	3	..	..	40	....	....	....	.....	.....	.....	.....	.....	.....	.....
3	California State Normal School	San José, Cal	1861	W. T. Lucky, D. D	17,000	.....	.....	6	6	..	181	133	48	....	.....	.....	270	40	230	.....	.....
4	Connecticut State Normal School	New Britain, Conn	1850	I. N. Carleton, A. M	12,000	.....	.....	5	5	..	149	....	....	....	.....	.....	.....	.....	.....	.....	.....
5	Normal University	Wilmington, Del	1866	J. C. Harkness, A. M	.....	.....	.....	10	8	2	35	....	....	....	1	1	13	5	8	5	8
6	Normal dep't Howard University	Washington, D. C	1867	A. L. Barber, A. M	.....	.....	.....	6	6	..	38	8	30	....	.....	.....	17	8	9	.....	.....
7	Evangelical Lutheran Teachers' Seminary.	Addison, Ill	1864	G. C. W. Lindemann	.....	.....	.....	4	..	4	....	....	....	....	.....	.....	150	150	....	.....	.....
8	Southern Illinois Normal University	Carbondale, Ill	1869	.....	.....	.....	.....	4	..	..	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
9	Chicago Normal School	Chicago, Ill	1871	E. C. Delano	.....	.....	.....	5	5	..	61	....	....	....	.....	.....	24	....	....	.....	.....
10	Cook County Normal School	Englewood, Ill	1867	D. S. Wentworth	.....	12,000	.....	5	5	..	125	60	65	....	.....	.....	85	17	68	.....	.....
11	Normal department Eureka College	Eureka, Ill	1855	A. M. Weston	.....	.....	.....	6	6	..	25	....	....	....	.....	.....	61	42	19	42	19
12	Northwestern German-English Normal School.	Galena, Ill	1868	J. Weruli	.....	.....	.....	6	6	..	62	35	10	....	.....	.....	15	11	4	.....	.....
13	Normal dep't Northwestern College	Naperville, Ill	....	Rev. A. A. Smith	.....	.....	.....	....	....	....	20	14	6	....	.....	.....	....	....	....	.....	.....
14	Illinois State Normal University	Normal, Ill	1857	Richard Edwards, pres	28,795	.....	.....	13	13	..	282	201	52	29	.....	.....	200	93	107	.....	.....
15	Peoria County Normal School	Peoria, Ill	1868	S. H. White	4,600	.....	.....	4	4	..	57	50	7	....	.....	.....	16	1	15	.....	.....
16	Indiana State Normal School	Terre Haute, Ind	1867	W. A. Jones, president	5,000	.....	.....	10	..	..	96	....	....	....	.....	.....	19	....	....	.....	.....
17	Normal department Iowa College	Grinnell, Iowa	....	Rev. G. F. Magoun, D. D.	.....	.....	.....	5	..	..	204	....	....	....	.....	.....	....	....	....	.....	.....
18	Normal department Iowa University	Iowa City, Iowa	1855	S. N. Fellows	.....	.....	.....	2	2	..	16	....	....	....	.....	.....	172	50	122	9	1
19	Normal department Whittier College	Salem, Iowa	....	C.C. Peckett & D.S. Wright	.....	.....	.....	5	..	..	105	....	....	....	.....	.....	....	....	....	.....	.....
20	Kansas State Normal School	Emporia, Kans	1865	G. W. Hoss, A. M	11,000	.....	.....	6	6	..	139	....	....	....	.....	.....	22	8	14	.....	.....
21	Leavenworth State Normal School of Kansas.	Leavenworth, Kans	1870	J. A. Banfield, A. M	6,000	.....	.....	6	6	..	56	35	15	6	.....	.....	25	1	24	.....	5
22	Normal department Berea College	Berea, Ky	....	Henry R. Chittenden, A. B	.....	.....	.....	....	....	....	....	....	....	....	.....	.....	....	....	....	.....	.....
23	Normal course Georgetown College	Georgetown, Ky	....	Rev. N.M. Crawford, D.D., president.	.....	.....	.....	....	....	....	....	....	....	....	.....	.....	....	....	....	.....	.....

TABLE IV.—*Statistics of normal schools for* 1872—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation from—			Instructors.			Students.						Graduates since organization.				
					State.	County.	City.	Total number.	Resident.	Non-resident.	Total number.	In first year of course.	In second year of course.	In third year of course.	Who have received academic or other degree.		Total number.	Male.	Female.	Who have received academic or other degree.	
					Dollars.	Dollars.	Dollars.								Male.	Female.				Male.	Female.
24	Louisville Training School	Louisville, Ky	1871	Hiram Roberts	.....	.....	9,000	6	6	..	30	30	....	....	....	1	13	....	13	....	3
25	Straight University Normal dep't	New Orleans, La	1869	S. S. Ashley	.....	.....	.....	4	4	..	14	4	9	1	....	....	.....	.....	.....	.....	.....
26	Eastern State Normal School	Castine, Me	1867	G. T. Fletcher	5,000	.....	.....	7	6	1	....	....	....	....	....	....	56	24	32	.....	.....
27	Western Maine Normal School	Farmington, Me	1864	C. C. Rounds	6,000	.....	.....	7	6	1	111	68	43	....	....	....	157	49	108	.....	.....
28	Normal dep't Maine Central Institute	Pittsfield, Me	....	George B. Files, A. B	.....	.....	.....	8	..	..	33	18	10	5	....	....	.....	.....	.....	.....	.....
29	Oxford Normal Institute	South Paris, Me	1849	H. E. Swasey	.....	.....	1,000	19	10	9	107	48	59	....	....	....	.....	.....	.....	.....	.....
30	Howard Normal School	Baltimore, Md	1864	.....	2,000	.....	.....	5	..	5	230	....	....	....	....	....	.....	.....	.....	.....	.....
31	Maryland State Normal School	Baltimore, Md	1865	M. A. Newell	9,500	.....	.....	9	7	2	122	54	50	18	9	....	141	20	121	1	.....
32	City Normal School	Boston, Mass	....	L. Dunton, (head master)	.....	.....	.....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....
33	Girls' High and Normal School*	Boston, Mass	1852	.....	.....	.....	.....	24	..	..	558	....	....	....	....	....	.....	.....	.....	.....	.....
34	Bridgewater State Normal School	Bridgewater, Mass	1840	A. G. Boyden	12,500	.....	.....	8	8	..	181	119	55	7	....	....	1,167	....	....	.....	.....
35	State Normal School	Framingham, Mass	1839	Annie E. Johnson	10,000	.....	.....	10	7	3	108	46	49	13	....	....	1,312	....	....	.....	.....
36	State Normal School	Salem, Mass	1854	Daniel B. Hagar, Ph. D	.....	.....	.....	10	..	..	170	64	98	8	....	....	678	....	678	.....	.....
37	Westfield State Normal School	Westfield, Mass	1839	.....	11,545	.....	.....	9	8	1	....	....	....	....	....	....	1,200	350	850	250	650
38	Worcester Normal & Training School	Worcester, Mass	1868	Rebecca Jones	.....	.....	1,200	1	1	..	15	15	....	....	....	....	45	....	45	.....	.....
39	Michigan State Normal School	Ypsilanti, Mich	1847	Prof. Joseph Estabrook	10,000	.....	.....	9	..	..	296	....	....	....	....	....	300	....	....	.....	.....
40	Second State Normal School	Mankato, Minn	1868	Julia A. Sears	.....	.....	.....	7	5	2	204	....	....	....	....	....	43	....	....	.....	.....
41	Third Normal School	Saint Cloud, Minn	1869	Ira Moore	6,000	.....	.....	5	5	..	52	34	18	....	....	....	35	6	29	1	.....
42	First State Normal School	Winona, Minn	1864	W. F. Phelps	10,000	.....	.....	11	11	..	132	58	74	....	....	....	143	34	109	.....	.....
43	Mississippi State Normal School	Holly Springs, Miss	1870	M. E. Hunter	5,000	.....	.....	3	3	..	79	40	30	9	....	....	.....	.....	.....	.....	.....
44	Normal dep't Tougaloo University	Tougaloo, Miss	1871	A. J. Steele	4,000	.....	.....	6	6	..	55	40	15	....	....	....	.....	.....	.....	.....	.....
45	Normal department McGee College	College Mound, Mo	....	J. B. Mitchell, D. D	.....	.....	.....	....	....	....	12	....	....	....	....	....	.....	.....	.....	.....	.....
46	Normal College Missouri University	Columbia, Mo	1867	Daniel Read, LL. D	.....	.....	.....	5	..	..	52	37	8	7	....	....	.....	.....	.....	.....	.....
47	Normal departm't Lincoln Institute	Jefferson City, Mo	1870	M. Henry Smith	.....	.....	.....	....	....	....	20	20	....	....	....	....	.....	.....	.....	.....	.....
48	North Missouri State Normal School	Kirksville, Mo	1867	J. Baldwin	5,000	.....	.....	15	12	3	434	282	115	37	....	....	40	37	3	.....	.....
49	Normal School	Saint Louis, Mo	1857	Louis Soldan	.....	.....	9,039	9	9	..	119	74	45	....	....	....	233	5	228	.....	.....
50	State Normal School	Warrensburgh, Mo	1871	James Johonnot, A. M	.....	.....	.....	7	6	1	87	....	....	....	....	....	.....	.....	.....	.....	.....

51	Nebraska State Normal School	Peru, Nebr	1867	T. J. Morgan				5	5	..	105	85	15	5	....	....	....	....	....	....
52	New Hampshire State Normal School	Plymouth, N. H.	1870	S. H. Pearl, A. M	13,000		17,000	7	5	2	102	96	6	....	....	....	15	3	12	....	....
53	Farnum Preparatory School	Beverly, N. J	1856	J. F. Street, A. M	1,200			7	6	1	38	22	7	9	....	....	16	3	13	....	....
54	New Jersey State Normal School	Trenton, N. J	1855	L. M. Johnson, A. M	15,000			13	12	1	192	104	68	20	2	3	495	98	397	....	....
55	New York State Normal School	Albany, N. Y	1844	Joseph Alden, D.D., LL.D.	18,000			15	15	..	a188	....	....	....	....	....	1,836	....	....	....	....
56	State Normal School	Brockport, N. Y	1866	Prof. F. B. Palmer, A. M	25,207			..	..	..	196	....	....	....	....	....	47	15	37	....	....
57	State Normal School	Buffalo, N. Y	1867	Henry B. Buckham, A. M	875			11	11	..	84	....	....	....	....	....	....	....	....	....	....
58	State Normal and Training School	Cortland, N. Y	1869	J. H. Hoose, A. M	18,000			15	15	..	197	160	29	8	1	5	74	11	63	....	5
59	Fredonia State Normal and Training School.	Fredonia, N. Y	1869	J. W. Armstrong, D. D	18,000			16	16	..	179	112	35	32	....	3	51	2	55	....	....
60	State Normal and Training School	Geneseo, N. Y	1872	William J. Milne, A. M	18,000			17	17	..	135	63	45	27	....	....	10	4	6	....	....
61	Normal College of City of New York	New York City, N. Y	1870	Thos. Hunter, A. M., pres				28	27	1	....	....	....	....	....	....	384	....	384	....	....
62	Oswego State Normal and Training School.	Oswego, N. Y	1861	E. A. Sheldon, A. M	18,000			13	12	1	221	....	....	....	....	....	484	43	441	....	....
63	State Normal and Training School	Potsdam, N. Y	1869	M. McVicar, Ph. D., LL. D	18,000			14	14	..	249	....	....	....	....	....	22	1	21	....	....
64	Normal dep't Chamberlain Institute	Randolph, N. Y	1866	Rev. J. T. Edwards, A. M				2	..	..	....	....	....	....	....	....	....	....	....	....	....
65	Northwestern Ohio Normal School	Ada, Ohio	1871	A. S. Lehr, A. B				10	5	5	214	159	51	4	....	....	....	....	....	....	....
66	City Normal School	Cincinnati, Ohio	1869	Delia A. Lathrop				5	5	..	60	....	....	....	....	....	....	....	....	....	....
67	McNeely Normal School	Hopedale, Ohio	1855	Edwin Regal				6	6	..	72	52	14	6	....	....	49	28	21	....	....
68	National Normal School	Lebanon, Ohio	1855	A. Holbrook				15	15	..	351	256	85	10	....	....	214	163	51	....	....
69	Western Reserve Normal School	Milan, Ohio	1832	Delia Palmer				3	3	..	....	....	....	....	....	....	....	....	....	....	....
70	Normal dep't Mount Union College	Mount Union, Ohio	1846	Rev. O. N. Hartshorn, LL. D				11	8	3	307	234	52	21	18	7	4,201	....	....	....	....
71	Preparatory dep't Oberlin College	Oberlin, Ohio	1833	R. T. Cross				7	7	..	150	60	50	40	....	....	....	....	....	....	....
72	Orwell Normal Institute	Orwell, Ohio	1865	H. U. Johnson				3	3	..	33	25	5	3	....	....	11	6	5	....	....
73	Northwestern Normal School	Republic, Ohio	1870	J. F. Richard				7	7	..	363	343	17	3	....	....	9	6	3	6	3
74	Ohio Central Normal School	Worthington, Ohio	....	William Mitchell, A. M., and John Ogden, A. M.				9	..	4	156	78	78	....	....	....	....	....	....	....	....
75	Normal School Wilberforce University	Xonia, Ohio	1872	D. A. Payne				7	3	4	28	20	8	....	....	....	....	....	....	....	....
76	Normal dep't Pacific University	Forest Grove, Oreg	1870	A. J. Anderson				7	7	..	5	5	....	....	....	....	....	....	....	....	....
77	Bloomsburgh State Normal School	Bloomsburgh, Pa	1869	John Hewitt	25,000	54,000		14	9	5	....	....	....	....	3	....	23	12	11	4	....
78	Northwestern State Normal School	Edinborough, Pa	1861	J. A. Cooper				8	8	..	125	100	25	....	1	....	100	45	55	....	....
79	Keystone State Normal School	Kutztown, Pa	1866	A. R. Horne	900			11	10	1	285	250	30	5	1	....	43	39	4	....	....
80	Normal dep't Lincoln University	Lower Oxford, Pa	1867	J. B. Rendall	2,500			4	4	..	31	12	9	10	....	....	....	....	....	14	....
81	Pennsylvania State Normal School	Mansfield, Pa	1862	C. H. Terrill, A. M				12	12	..	175	125	125	25	2	....	146	58	88	....	....
82	Millersville State Normal School	Millersville, Pa	1859	Edward Brooks	15,000			23	22	1	495	350	100	45	....	....	260	168	92	....	....
83	Southwestern Normal School	California, Pa	....	C. L. Ehrenfeld, A. M				5	..	..	100	....	....	....	....	....	....	....	....	....	....
84	Cumberland Valley State Nor'l School	Shippensburgh, Pa	1873	George P. Beard				11	..	..	....	....	....	....	....	....	....	....	....	....	....
85	Rhode Island Normal School	Providence, R. I	1871	J. C. Greenough	11,500			17	5	12	130	75	55	....	....	8	24	3	21	....	....
86	Normal class Avery Institute	Charleston, S. C	1868	M. A. Warren				3	3	..	92	37	31	24	....	....	11	7	4	....	....
87	Le Moyne Normal School	Memphis, Tenn	1871	J. H. Barnum				7	7	..	115	58	45	12	....	....	....	....	....	....	....
88	Normal class Fisk University	Nashville, Tenn	1867	A. K. Spence				12	12	..	53	31	18	4	....	....	2	2	....	....	....
89	Normal department Central Tennessee College.	Nashville, Tenn	1866	J. Braden				2	2	..	68	40	20	8	....	....	....	....	....	....	....
90	State Normal School	Castleton, Vt	1869	R. G. Williams			400	4	4	..	39	33	6	....	....	....	26	2	24	....	....
91	State Normal School	Johnson, Vt	1867	H. S. Perrigo	1,000			8	5	3	60	53	7	....	....	....	105	18	87	....	....
92	State Normal School	Randolph Centre, Vt	1867	Edward Conant	1,000	100		6	4	2	154	138	16	....	....	....	148	52	96	1	....
93	Hampton Normal Institute	Hampton, Va	1868	S. C. Armstrong				14	14	..	196	130	39	27	....	....	43	30	13	....	....
94	Richmond Normal School	Richmond, Va	1867	R. M. Manly				5	5	..	90	29	28	33	....	....	34	12	22	....	....
95	State Normal School	Fairmont, W. Va	1867	J. G. Blair, LL. D	3,200		300	10	8	2	80	40	30	10	....	....	5	1	4	....	....
96	Storer Normal School	Harper's Ferry, W. Va	1868	N. C. Brackett				4	4	..	102	60	26	16	....	....	8	4	4	....	....
97	Marshall College State Normal School	Huntington, W. Va	1868	J. E. Morrow, A. M	5,500			8	7	1	199	78	73	44	1	....	24	12	12	....	....

TABLE IV.—*Statistics of normal schools for* 1872—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation from—			Instructors.			Students.						Graduates since organization.				
					State.	County.	City.	Total number.	Resident.	Non-resident.	Total number.	In first year of course.	In second year of course.	In third year of course.	Who have received academic or other degree.		Total number.	Male.	Female.	Who have received academic or other degree.	
					Dollars.	Dollars.	Dollars.								Male.	Female.				Male.	Female.
98	Normal class West Virginia University	Morgantown, W. Va	....	Rev. A. Martin, D.D., Pres.	.....	.....	.....	...	...	...	*b*27	...	...	...	...	...	.....	...	...	...	....
99	West Virginia State Normal School	West Liberty, W. Va	1870	F. H. Crago, A. M	2,000	.....	.....	5	...	...	35	20	15	...	...	...	10	6	4	...	....
100	State Normal School	Oshkosh, Wis	1871	G. S. Albee	.....	.....	.....	10	10	...	142	120	22	...	...	...	.....	...	...	...	....
101	State Normal School	Platteville, Wis	1866	Edwin A. Charlton, A. M	.....	.....	.....	8	...	...	173	132	26	15	...	...	35	...	...	...	....
102	Normal School Holy Family Seminary	Saint Francis, Wis	1871	Joseph Salzmann, D. D	.....	.....	.....	5	5	...	58	...	...	...	...	...	.....	...	...	...	....
103	State Normal School	Whitewater, Wis	1868	Oliver Arey, A. M	.....	.....	.....	10	10	...	.....	...	...	...	...	...	22	8	14	...	....

* Changed in 1872 to Girls' High School.

a Total attendance for the year 1871.

b Students for 1871–'72.

NOTE.—*New York:* Teachers' classes, for training in the "science of common-school teaching," were maintained during the year 1871 in 90 academies designated for that purpose by the board of regents. The attendance of pupils so instructed is reported to have been 582 males and 959 females; total, 1,541. (From report of State superintendent of public instruction for 1871.)

NOTE.—For city normal schools and normal classes see Table III—School systems of cities.

TABLE IV.—*Statistics of normal schools for* 1872—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Number of years in course.	Number of weeks in scholastic year.	Volumes in library.		Educational journals taken.	Annual expense to each student.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free-hand drawing?	Is vocal music taught?	Is instrumental music taught?	Does the school possess a chemical laboratory?	Does the school possess a philosophical cabinet and apparatus?	Does the school possess a cabinet of natural history?
							Miscellaneous.	Pedagogical.									
1	Normal departm't Talladega College	Talladega, Ala	1870	N. N. Safford	4	36	.....	.....	5	Free	Yes	.....	Yes	Yes	.....	.....	.....
2	Pine Bluff Normal Institute	Pine Bluff, Ark	1870	M. W. Martin	....	32	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....
3	California State Normal School	San José, Cal	1861	W. T. Lucky, D. D	2	40	2,000	100	18	$250	Yes	.....	.....	.....	.....	.....	.....
4	Connecticut State Normal School	New Britain, Conn	1850	I. N. Carleton, A. M	2	40	.....	.....	..	.....	Yes	.....	Yes	.....	.....	.....	.....
5	Normal University	Wilmington, Del	1866	J. C. Harkness, A. M	3	37	500	25	15	.....	Yes	Yes	Yes	.....	Yes	Yes	.....
6	Normal dep't Howard University	Washington, D. C	1867	A. L. Barber, A. M	3	36	.....	.....	10	200	Yes	.....	Yes	Yes	Yes	Yes	Yes
7	Evangelical Lutheran Teachers' Seminary.	Addison, Ill	1864	G. C. W. Lindemann	5	42	5,000	200	15	100–150	Yes	Yes	Yes	Yes	Yes	.....	Yes
8	Southern Illinois Normal University	Carbondale, Ill	1869	.....	....	....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....
9	Chicago Normal School	Chicago, Ill	1871	E. C. Delano	2	....	.....	.....	..	.....	.....	.....	Yes	.....	.....	.....	.....
10	Cook County Normal School	Englewood, Ill	1867	D. S. Wentworth	2	40	275	50	4	160–190	Yes	.....	Yes	Yes	.....	Yes	Yes
11	Normal department Eureka College	Eureka, Ill	1855	A. M. Weston	....	36	2,000	6	..	100–250	.....	.....	Yes	Yes	Yes	Yes	Yes
12	Northwestern German-English Normal School.	Galena, Ill	1868	J. Wernli	3	40	175	30	3	120–150	Yes	.....	Yes	Yes	Yes	.....	.....
13	Normal dep't Northwestern College	Naperville, Ill	....	Rev. A. A. Smith	....	....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....
14	Illinois State Normal University	Normal, Ill	1857	Richard Edwards, pres	3	39	3,000	30	7	100–200	Yes	.....	Yes	.....	Yes	Yes	Yes
15	Peoria County Normal School	Peoria, Ill	1868	S. H. White	2	40	225	50	5	80–150	.....	.....	Yes	.....	.....	.....	.....
16	Indiana State Normal School	Terre Haute, Ind	1867	W. A. Jones, president	....	....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....
17	Normal department Iowa College	Grinnell, Iowa	....	Rev. G. F. Magoun, D. D	....	....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....
18	Normal department Iowa University	Iowa City, Iowa	1855	S. N. Fellows	1	38	400	100	9	200	.....	.....	Yes	.....	Yes	Yes	Yes
19	Normal department Whittier College	Salem, Iowa	....	C. C. Peckett & D. S. Wright	....	....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....
20	Kansas State Normal School	Emporia, Kans	1865	G. W. Hoss, A. M	2–4	39	1,300	30	..	.....	Yes	.....	Yes	.....	.....	.....	.....
21	Leavenworth State Normal School of Kansas.	Leavenworth, Kans	1870	J. A. Banfield, A. M	3	40	500	.....	1	120	.....	.....	.....	.....	Yes	Yes	Yes
22	Normal department Berea College	Berea, Ky	....	Henry R. Chittenden, A. B	2	....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....
23	Normal course Georgetown College	Georgetown, Ky	....	Rev. N. M. Crawford, D.D., president.	....	....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....

TABLE IV.—*Statistics of normal schools for* 1872—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Number of years in course.	Number of weeks in scholastic year.	Volumes in library.		Educational journals taken.	Annual expense to each student.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free-hand drawing?	Is vocal music taught?	Is instrumental music taught?	Does the school possess a chemical laboratory?	Does the school possess a philosophical cabinet and apparatus?	Does the school possess a cabinet of natural history?
							Miscellaneous.	Pedagogical.									
24	Louisville Training School	Louisville, Ky	1871	Hiram Roberts	1	42	150	15	6	Free			Yes			Yes	
25	Straight University Normal dep't	New Orleans, La	1869	S. S. Ashley	3	40	1,000			$9	Yes		Yes	Yes			
26	Eastern State Normal School	Castine, Me	1867	G. T. Fletcher	2	38	1,200	50	3	150	Yes		Yes				
27	Western Maine Normal School	Farmington, Me	1864	C. C. Rounds	2	38	1,700	30	2	80–160	Yes		Yes				
28	Normal dep't Maine Central Institute	Pittsfield, Me		George B. Files, A. B													
29	Oxford Normal Institute	South Paris, Me	1849	H. E. Swasey	2	42	500	150	5	50–150	Yes		Yes	Yes		Yes	
30	Howard Normal School	Baltimore, Md	1864			40	1,050	600		15							
31	Maryland State Normal School	Baltimore, Md	1865	M. A. Newell	2	40	1,100	65		4	Yes		Yes	Yes	Yes	Yes	Yes
32	City Normal School	Boston, Mass		L. Dunton, (head master)													
33	Girls' High and Normal School	Boston, Mass	1852									Yes					
34	Bridgewater State Normal School	Bridgewater, Mass	1840	A. G. Boyden	2–4	38	1,400	151	4	154–174	Yes	Yes	Yes		Yes	Yes	Yes
35	State Normal School	Framingham, Mass	1839	Annie E. Johnson	2	40	1,200			Free	Yes	Yes	Yes		Yes	Yes	
36	State Normal School	Salem, Mass	1854	Daniel B. Hagar, Ph. D	2	38	8,000			156–220	Yes		Yes	Yes		Yes	Yes
37	Westfield State Normal School	Westfield, Mass	1839		2–4	40	2,000	500									
38	Worcester Normal & Training School	Worcester, Mass	1868	Rebecca Jones	1	41	59	50	2	Free	Yes		Yes				
39	Michigan State Normal School	Ypsilanti, Mich	1847	Prof. Joseph Estabrook	4	40	2,000			140–210	Yes		Yes	Yes	Yes	Yes	Yes
40	Second State Normal School	Mankato, Minn	1868	Julia A. Sears													
41	Third Normal School	Saint Cloud, Minn	1869	Ira Moore	2	36				150	Yes		Yes				
42	First State Normal School	Winona, Minn	1864	W. F. Phelps	3	38	3,000	150	6	125	Yes		Yes		Yes	Yes	Yes
43	Mississippi State Normal School	Holly Springs, Miss	1870	M. E. Hunter	4	40	500			200	Yes		Yes	Yes			
44	Normal dep't Tougaloo University	Tougaloo, Miss	1871	A. J. Steele	4	40	1,500	140	3	110	Yes		Yes	Yes	Yes	Yes	
45	Normal department McGee College	College Mound, Mo		J. S. Mitchell, D. D													
46	Normal College Missouri University	Columbia, Mo	1867	Daniel Read, LL. D													
47	Normal departm't Lincoln Institute	Jefferson City, Mo	1870	M. Henry Smith		40				3							
48	North Missouri State Normal School	Kirksville, Mo	1867	J. Baldwin	4	40	1,100	200	15	125–200	Yes		Yes	Yes	Yes	Yes	Yes
49	Normal School	Saint Louis, Mo	1857	Louis Soldan	2	40	3,719	12			Yes	Yes	Yes			Yes	
50	State Normal School	Warrensburgh, Mo	1871	James Johonnot, A. M	2						Yes		Yes	Yes			

51	Nebraska State Normal School	Peru, Nebr	1867	T. J. Morgan	2-4	40				75–150	Yes		Yes	Yes		Yes	
52	New Hampshire State Normal School	Plymouth, N. H	1870	S. H. Pearl, A. M	2	30	300	50	4	200	Yes		Yes	Yes	Yes	Yes	Yes
53	Farnum Preparatory school	Beverly, N. J	1856	J. F. Street, A. M	3	40	1,600	10		4	Yes	Yes	Yes	Yes	Yes	Yes	
54	New Jersey State Normal School	Trenton, N. J	1855	L. M. Johnson, A. M	2-3	41	500	200	8	154–225	Yes	Yes	Yes	Yes	Yes	Yes	
55	New York State Normal School	Albany, N. Y	1844	Joseph Alden, D. D., LL. D.	2	40					Yes			Yes	Yes	Yes	
56	State Normal School	Brockport, N. Y	1866	Prof. F. B. Palmer, A. M			750										
57	State Normal School	Buffalo, N. Y	1867	Henry B. Buckham, A. M	2	40					Yes		Yes				
58	State Normal and Training School	Cortland, N. Y	1869	J. H. Hoose, A. M	2-4	40	6, 500	80		140–160	Yes		Yes		Yes	Yes	Yes
59	Fredonia State Normal and Training School.	Fredonia, N. Y	1869	J. W. Armstrong, D. D	2-3	40	2, 000	25		180	Yes	Yes	Yes		Yes	Yes	Yes
60	State Normal and Training School	Genesco, N. Y	1872	William J. Milne, A. M	2-4	40	2, 000	100			Yes	Yes	Yes	Yes	Yes	Yes	
61	Normal College of City of New York	New York City, N. Y	1870	Thos. Hunter, A. M., pres	3	40											
62	Oswego State Normal and Training School.	Oswego, N. Y	1861	E. A. Sheldon, A. M	2-4	20	2, 000	100		160	Yes		Yes		Yes	Yes	Yes
63	State Normal and Training School	Potsdam, N. Y	1869	M. McVicar, Ph. D., LL. D.	2-4	40	4, 000	30		Free	Yes		Yes		Yes	Yes	Yes
64	Normal dep't Chamberlain Institute	Randolph, N. Y	1866	Rev. J. T. Edwards, A. M	3	42				150							
65	Northwestern Ohio Normal School	Ada, Ohio	1871	A. S. Lehr, A. B	4	48	376	18	15	150	Yes		Yes	Yes	Yes	Yes	Yes
66	City Normal School	Cincinnati, Ohio	1869	Delia A. Lathrop													
67	McNeely Normal School	Hopedale, Ohio	1855	Edwin Regal	3	40	1,000	50	5	175–250	Yes		Yes	Yes	Yes	Yes	
68	National Normal School	Lebanon, Ohio	1855	A. Holbrook	3	50	3,000	77	35	200	Yes		Yes	Yes	Yes	Yes	
69	Western Reserve Normal School	Milan, Ohio	1822	Delia Palmer	4	42				150	Yes		Yes	Yes	Yes	Yes	Yes
70	Normal dep't Mount Union College	Mount Union, Ohio	1846	Rev. O. N. Hartshorn, LL. D	3	36	900	100	13	130–200	Yes	Yes	Yes	Yes	Yes	Yes	Yes
71	Preparatory dep't Oberlin College	Oberlin, Ohio	1833	R. T. Cross	3	36				150–300			Yes	Yes			
72	Orwell Normal Institute	Orwell, Ohio	1855	H. U. Johnson	2-3	41	300	25		125–175	Yes		Yes	Yes	Yes	Yes	Yes
73	Northwestern Normal School	Republic, Ohio	1870	J. F. Richard	3	50	1,000			185	Yes		Yes	Yes	Yes	Yes	
74	Ohio Central Normal School	Worthington, Ohio		William Mitchell, A. M., and John Ogden, A. M.	2	40											
75	Normal School Wilberforce University	Xenia, Ohio	1872	D. A. Payne	3	42	3,000	8	4	Free	Yes		Yes				Yes
76	Normal dep't Pacific University	Forest Grove, Oreg	1870	A. J. Anderson	3	39	5,000	30	2	175–200			Yes	Yes	Yes	Yes	Yes
77	Bloomsburgh State Normal School	Bloomsburgh, Pa	1869	John Hewitt	4	42	365		5	210	Yes	Yes	Yes	Yes	Yes	Yes	
78	Northwestern State Normal School	Edinborough, Pa	1861	J. A. Cooper	2	42	2, 125	50	10	200	Yes		Yes	Yes		Yes	
79	Keystone State Normal School	Kutztown, Pa	1866	A. R. Horne	2-4	42	2, 300	100	15	200	Yes		Yes	Yes	Yes	Yes	Yes
80	Normal dep't Lincoln University	Lower Oxford, Pa	1867	J. B. Rendall	3	36	3, 000		2	150	Yes		Yes				
81	Pennsylvania State Normal School	Mansfield, Pa	1862	C. H. Terrill, A. M	2	42	800		25	200	Yes		Yes	Yes	Yes	Yes	
82	Millersville State Normal School	Millersville, Pa	1859	Edward Brooks	3	42	4, 000	100	75	210	Yes	Yes	Yes	Yes	Yes	Yes	Yes
83	Southwestern Normal School	California, Pa		C. L. Ehrenfeld, A. M						24							
84	Cumberland Valley State Nor'l School	Shippensburgh, Pa	1873	George P. Beard	2	42				210	Yes		Yes	Yes			
85	Rhode Island Normal School	Providence, R. I	1871	J. C. Greenough	2	40	1, 000	100	6	Free	Yes	Yes	Yes			Yes	Yes
86	Normal class Avery Institute	Charleston, S. C	1868	M. A. Warren	3	40	200	12		10	Yes		Yes				
87	Le Moyne Normal School	Memphis, Tenn	1871	J. H. Barnum		35				11	Yes		Yes	Yes			
88	Normal class Fisk University	Nashville, Tenn	1867	A. K. Spence	4	36	720			115	Yes		Yes	Yes			
89	Normal department Central Tennessee College.	Nashville, Tenn	1866	J. Braden	3	36	450		1	100	Yes		Yes	Yes			
90	State Normal School	Castleton, Vt	1869	R. G. Williams	2	40	1, 000	20	3	140–200	Yes		Yes	Yes	Yes	Yes	
91	State Normal School	Johnson, Vt	1867	H. S. Perrigo	2	42	275	45		140	Yes		Yes	Yes	Yes	Yes	
92	State Normal School	Randolph Centre, Vt	1867	Edward Conant	3	40	600	12		200			Yes	Yes		Yes	
93	Hampton Normal Institute	Hampton, Va	1868	S. C. Armstrong	3	36	1, 200	75	10	85	Yes		Yes	Yes	Yes	Yes	
94	Richmond Normal Institute	Richmond, Va	1867	R. M. Manly	3	40	500	45	3	135	Yes		Yes	Yes	Yes	Yes	Yes
95	State Normal School	Fairmont, W. Va	1867	J. G. Blair, LL. D	3	40	100	30	4	150	Yes	Yes	Yes	Yes	Yes		
96	Storer Normal School	Harper's Ferry, W. Va	1868	N. C. Brackett	3	37	1, 400	5		50–150			Yes	Yes			
97	Marshall College State Normal School	Huntington, W. Va	1868	J. E. Morrow, A. M	4	38	600	75	9	166	Yes		Yes	Yes	Yes	Yes	

TABLE IV.—*Statistics of normal schools for* 1872—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Number of years in course.	Number of weeks in scholastic year.	Volumes in library.		Educational journals taken.	Annual expense to each student.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free-hand drawing?	Is vocal music taught?	Is instrumental music taught?	Does the school possess a chemical laboratory?	Does the school possess a philosophical cabinet and apparatus?	Does the school possess a cabinet of natural history?
							Miscellaneous.	Pedagogical.									
98	Normal class West Virginia University	Morgantown, W. Va.	....	Rev. A. Martin, D. D., Pres	....	....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....
99	West Virginia State Normal School	West Liberty, W. Va.	1870	F. H. Crago, A. M	4	38	300	7	..	$150	Yes	.....	Yes	Yes	.....	.....	.....
100	State Normal School	Oshkosh, Wis	1871	G. S. Albee	3	40	2,300	10	..	160	Yes	.....	Yes	Yes	Yes	Yes	Yes
101	State Normal School	Platteville, Wis	1866	Edwin A. Charlton, A. M	3	36	.....	.....	..	.....	.....	.....	.....	.....	.....	Yes	Yes
102	Normal School Holy Family Seminary	Saint Francis, Wis	1871	Joseph Salzmann, D. D	3	42	200	.....	..	165	Yes	.....	Yes	Yes	Yes	Yes	Yes
103	State Normal School	Whitewater, Wis	1868	Oliver Arey, A. M	3	40	7,799	16	..	125–150	.....	Yes	Yes	Yes	Yes	Yes	Yes

TABLE IV.—*Statistics of normal schools for* 1872—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Is there a model school attached to the institution?	Do students receive diplomas or certificates on completion of course?	Are graduates who have received diplomas authorized by law to teach in the common schools of the State?	Scholastic year begins—	Time of anniversary.
1	Normal departm't Talladega College	Talladega, Ala	1870	N. N. Safford	.....	.....	.....	.....	
2	Pine Bluff Normal Institute	Pine Bluff, Ark	1870	M. W. Martin	Yes	.....	.....	November, first Monday	
3	California State Normal School	San José, Cal	1861	W. T. Lucky, D. D	Yes	Yes	Yes	June, third Wednesday	March, fourth Thursday.
4	Connecticut State Normal School	New Britain, Conn	1850	I. N. Carleton, A. M	.....	Yes	Yes	August 21	January 17.
5	Normal University	Wilmington, Del	1866	J. C. Harkness, A. M	Yes	Yes	.....	September, first Monday	May, last Thursday.
6	Normal dep't Howard University	Washington, D. C	1867	A. L. Barber, A. M	Yes	Yes	.....	September 11	June 10.
7	Evangelical Lutheran Teachers' Seminary.	Addison, Ill	1864	G. C. W. Lindemann	.....	Yes	Yes	September 1	June 30.
8	Southern Illinois Normal University	Carbondale, Ill	1869	.....	.....	.....	.....	.....	
9	Chicago Normal School	Chicago, Ill	1871	E. C. Delano	Yes	.....	.....	.....	
10	Cook County Normal School	Englewood, Ill	1867	D. S. Wentworth	Yes	Yes	Yes	September, first Monday	July.
11	Normal department Eureka College	Eureka, Ill	1855	A. M. Weston	.....	Yes	.....	September, first Monday	June.
12	Northwestern German-English Normal School.	Galena, Ill	1868	J. Wernli	Yes	Yes	.....	September, first Monday	June.
13	Normal dep't Northwestern College	Naperville, Ill	.....	Rev. A. A. Smith	.....	.....	.....	August	June.
14	Illinois State Normal University	Normal, Ill	1857	Richard Edwards, pres	Yes	Yes	.....	September, second Monday	June.
15	Peoria County Normal School	Peoria, Ill	1868	S. H. White	Yes	Yes	.....	September	June.
16	Indiana State Normal School	Terre Haute, Ind	1867	W. A. Jones, president	Yes	Yes	Yes	.....	
17	Normal department Iowa College	Grinnell, Iowa	.....	Rev. G. F. Magoun, D. D	.....	.....	.....	.....	
18	Normal department Iowa University	Iowa City, Iowa	1855	S. N. Fellows	.....	Yes	Yes	September	June.
19	Normal department Whittier College	Salem, Iowa	.....	C.C. Peckett & D.S. Wright	.....	.....	.....	July	
20	Kansas State Normal School	Emporia, Kans	1865	G. W. Hoss, A. M	.....	Yes	Yes	September, 2d Wednesday	June, third Thursday.
21	Leavenworth State Normal School of Kansas.	Leavenworth, Kans	1870	J. A. Banfield, A. M	Yes	Yes	.....	September, first Wednesday	June.
22	Normal department Berea College	Berea, Ky	.....	Henry R. Chittenden, A. B	.....	.....	.....	.....	
23	Normal course Georgetown College	Georgetown, Ky	.....	Rev. N.M. Crawford, D.D., president.	.....	.....	.....	.....	

TABLE IV.—*Statistics of normal schools for* 1872—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Is there a model school attached to the institution?	Do students receive diplomas or certificates on completion of course?	Are graduates who have received diplomas authorized by law to teach in the common schools of the State?	Scholastic year begins—	Time of anniversary.
24	Louisville Training School	Louisville, Ky	1871	Hiram Roberts	Yes	Yes	Yes	September, first Monday	June.
25	Straight University Normal dep't	New Orleans, La	1869	S. S. Ashley	Yes	Yes		October	June.
26	Eastern State Normal School	Castine, Me	1867	G. T. Fletcher	Yes	Yes		August	June.
27	Western Maine Normal School	Farmington, Me	1864	C. C. Rounds	Yes	Yes		August 20	June 20.
28	Normal dep't Maine Central Institute	Pittsfield, Me	....	George B. Files, A. B				August	July.
29	Oxford Normal Institute	South Paris, Me	1849	H. E. Swasey	Yes	Yes		May 1	April.
30	Howard Normal School	Baltimore, Md	1864		Yes	Yes		September	
31	Maryland State Normal School	Baltimore, Md	1865	M. A. Newell	Yes	Yes	Yes	September, first Tuesday	May.
32	City Normal School	Boston, Mass	....	L. Dunton, (head master)					
33	Girls' High and Normal School	Boston, Mass	1852		Yes				
34	Bridgewater State Normal School	Bridgewater, Mass	1840	A. G. Boyden		Yes		September, first Tuesday	
35	State Normal School	Framingham, Mass	1839	Annie E. Johnson		Yes		September, first Thursday	July, second Thursday.
36	State Normal School	Salem, Mass	1854	Daniel B. Hagar, Ph. D	Yes	Yes	Yes	August 30	July, first Tuesday.
37	Westfield State Normal School	Westfield, Mass	1839					August 29	July 3.
38	Worcester Normal & Training School	Worcester, Mass	1868	Rebecca Jones	Yes	Yes		August	June.
39	Michigan State Normal School	Ypsilanti, Mich	1847	Prof. Joseph Estabrook	Yes	Yes	Yes	September 16	June, last Thursday.
40	Second State Normal School	Mankato, Minn	1868	Julia A. Sears					
41	Third Normal School	Saint Cloud, Minn	1869	Ira Moore	Yes	Yes		August 21	
42	First State Normal School	Winona, Minn	1864	W. F. Phelps	Yes	Yes		August, last Monday	May.
43	Mississippi State Normal School	Holly Springs, Miss	1870	M. E. Hunter		Yes	Yes	September 23	June.
44	Normal dep't Tougaloo University	Tougaloo, Miss	1871	A. J. Steele	Yes	Yes		September 20	July 3.
45	Normal department McGee College	College Mound, Mo	....	J. B. Mitchell, D. D					
46	Normal College Missouri University	Columbia, Mo	1867	Daniel Read, LL. D					
47	Normal departm't Lincoln Institute	Jefferson City, Mo	1870	M. Henry Smith				September	
48	North Missouri State Normal School	Kirksville, Mo	1867	J. Baldwin	Yes	Yes		September	June 25.
49	Normal School	Saint Louis, Mo	1857	Louis Soldan		Yes	Yes	September	
50	State Normal School	Warrensburgh, Mo	1871	James Johonnot, A. M	Yes				

51	Nebraska State Normal School	Peru, Nebr	1867	T. J. Morgan	Yes	Yes	Yes	September 5	June 20.
52	New Hampshire State Normal School	Plymouth, N. H.	1870	S. H. Pearl, A. M.	Yes	Yes	Yes	September, 2d Wednesday	
53	Farnum Preparatory School	Beverly, N. J	1856	J. F. Street, A. M		Yes		September 2	December 20.
54	New Jersey State Normal School	Trenton, N. J	1855	L. M. Johnson, A. M	Yes	Yes	Yes	September 2	June, last Thursday.
55	New York State Normal School	Albany, N. Y	1844	Joseph Alden, D.D., LL.D.	Yes	Yes	Yes	September, first Wednesday	
56	State Normal School	Brockport, N. Y	1866	Prof. F. B. Palmer, A. M					
57	State Normal School	Buffalo, N. Y	1867	Henry B. Buckham, A. M.	Yes	Yes	Yes	September, first Wednesday	July, first Tuesday.
58	State Normal and Training School	Cortland, N. Y	1869	J. H. Hoose, A. M	Yes	Yes	Yes	September, first Wednesday	
59	Fredonia State Normal and Training School.	Fredonia, N. Y	1869	J. W. Armstrong, D. D	Yes	Yes	Yes	September, first Wednesday	July.
60	State Normal and Training School	Geneseo, N. Y	1872	William J. Milne, A. M	Yes	Yes	Yes	September, first Wednesday	June or July.
61	Normal College of City of New York	New York City, N. Y	1870	Thos. Hunter, A. M., pres				September, first Monday	June 28.
62	Oswego State Normal and Training School.	Oswego, N. Y	1861	E. A. Sheldon, A. M	Yes	Yes	Yes	September	
63	State Normal and Training School	Potsdam, N. Y	1869	M. McVicar, Ph. D., LL. D.	Yes	Yes	Yes	September, first Wednesday	July.
64	Normal dep't Chamberlain Institute	Randolph, N. Y	1866	Rev. J. T. Edwards, A. M				August 20	June last Thursday.
65	Northwestern Ohio Normal School	Ada, Ohio	1871	A. S. Lehr, A. B	Yes	Yes		June, fifth Monday	June.
66	City Normal School	Cincinnati, Ohio	1869	Delia A. Lathrop					
67	McNeely Normal School	Hopedale, Ohio	1855	Edwin Regal		Yes		September, first week	June, last week.
68	National Normal School	Lebanon, Ohio	1855	A. Holbrook		Yes		September 3	August 16.
69	Western Reserve Normal School	Milan, Ohio	1832	Delia Palmer				August 19	
70	Normal dep't Mount Union College	Mount Union, Ohio	1846	Rev. O. N. Hartshorn, LL. D	Yes	Yes		September	October.
71	Preparatory dep't Oberlin College	Oberlin, Ohio	1833	R. T. Cross				September, first Tuesday	August.
72	Orwell Normal Institute	Orwell, Ohio	1865	H. U. Johnson		Yes		August	June 20.
73	Northwestern Normal School	Republic, Ohio	1870	J. F. Richard	Yes	Yes		September 3	August 14.
74	Ohio Central Normal School	Worthington, Ohio		William Mitchell, A. M., and John Ogden, A. M.				September 3	
75	Normal School Wilberforce University	Xenia, Ohio	1872	D. A. Payne	Yes	Yes		September, first Wednesday	June, third Wednesday.
76	Normal dep't Pacific University	Forest Grove, Oreg	1870	A. J. Anderson	Yes	Yes		September, first Wednesday	June, first Wednesday.
77	Bloomsburgh State Normal School	Bloomsburgh, Pa	1869	John Hewitt	Yes	Yes	Yes	August, third Monday	June, third Thursday.
78	Northwestern State Normal School	Edinborough, Pa	1861	J. A. Cooper	Yes	Yes	Yes	August, third Tuesday	June.
79	Keystone State Normal School	Kutztown, Pa	1866	A. R. Horne	Yes	Yes	Yes	August 5	June 18.
80	Normal dep't Lincoln University	Lower Oxford, Pa	1867	J. B. Rendall		Yes		September, third Thursday	June.
81	Pennsylvania State Normal School	Mansfield, Pa	1862	C. H Terrill, A. M	Yes	Yes	Yes	September, first Wednesday	June, last Thursday.
82	Millersville State Normal School	Millersville, Pa	1859	Edward Brooks	Yes	Yes	Yes	September, second Monday	July 18.
83	Southwestern Normal School	California, Pa		C. L. Ehrenfeld, A. M					
84	Cumberland Valley State Nor'l School	Shippensburgh, Pa	1873	George P. Beard		Yes			
85	Rhode Island Normal School	Providence, R. I	1871	J. C. Greenough		Yes		September, first Tuesday	June, last Friday.
86	Normal class Avery Institute	Charleston, S. C	1868	M. A. Warren		Yes		October 1	April 1.
87	Le Moyne Normal School	Memphis, Tenn	1871	J. H. Barnum				September	May.
88	Normal class Fisk University	Nashville, Tenn	1867	A. K. Spence	Yes	Yes		September, first Monday	May, last Thursday.
89	Normal department Central Tennessee College.	Nashville, Tenn	1866	J. Braden		Yes		September 2	May 24.
90	State Normal School	Castleton, Vt	1869	R. G. Williams	Yes	Yes	Yes	September, first Thursday	June last Thursday.
91	State Normal School	Johnson, Vt	1867	H. S. Perrigo	Yes	Yes	Yes	August 28	
92	State Normal School	Randolph Centre, Vt	1867	Edward Conant		Yes	Yes	August, third Tuesday	July.
93	Hampton Normal Institute	Hampton, Va	1868	S. C. Armstrong		Yes		October 1	June.
94	Richmond Normal Institute	Richmond, Va	1867	R. M. Manly	Yes	Yes		October 1	June, last Thursday.
95	State Normal School	Fairmont, W. Va	1867	J. G. Blair, LL. D	Yes	Yes	Yes	September 5	June 25.
96	Storer Normal School	Harper's Ferry, W. Va	1868	N. C. Brackett		Yes		September, last Monday	June, last Thursday.
97	Marshall College State Normal School	Huntington, W. Va	1868	J. E. Morrow, A. M	Yes	Yes	Yes	September, third Monday	June, fourth Thursday.

TABLE IV.—*Statistics of normal schools for* 1872—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Is there a model school attached to the institution?	Do students receive diplomas or certificates on completion of course?	Are graduates who have received diplomas authorized by law to teach in the common schools of the State?	Scholastic year begins—	Time of anniversary.
98	Normal class West Virginia University	Morgantown, W. Va	....	Rev. A. Martin, D.D., Pres	.....	.....	.....	.....	
99	West Virginia State Normal School	West Liberty, W. Va	1870	F. H. Crago, A. M	Yes	Yes	Yes	September, fourth Monday	June, last week.
100	State Normal School	Oshkosh, Wis	1871	G. S. Albee	Yes	Yes	Yes	August, last Tuesday	June, third Wednesday.
101	State Normal School	Platteville, Wis	1866	Edwin A. Charlton, A. M	Yes	Yes	Yes	.....	
102	Normal School Holy Family Seminary	Saint Francis, Wis	1871	Joseph Salzmann, D. D	.....	.....	.....	September, first Wednesday	
103	State Normal School	Whitewater, Wis	1868	Oliver Arey, A. M	Yes	Yes	.....	September, first Tuesday	June 27.

TABLE V.—*Statistics of commercial and business colleges for* 1872*; from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of instructors.			Number of students.			Number of students in German.	Number of students in French.	Number of students in Spanish.	Number of students in other modern languages.	Number who have completed course in institution.
						Male.	Female.	Total.	Male.	Female.	Total.					
1	Heald's Business College	San Francisco, Cal	.....	1864	E. P. Heald	12	2	14	387	24	411	3	18	11	....	893
2	Commercial class, St. Ignatius College	....do	1859	1855	Rev. J. Bayma, S. J., president	....	....	....	....	....	....	....	....	....	....	.....
3	Moore's Southern Business University	Atlanta, Ga	.....	1868	B. F. Moore, A. M., president	5	....	5	160	....	160	....	....	....	....	138
4	Business course, Bowdon College	Bowdon, Ga	1857	1856	Rev. F. H. M. Henderson, pres.	3	....	3	22	....	22	....	2	....	....	18
5	The Bryant & Stratton Chicago Business College.	Chicago, Ill	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	.....
6	Commercial course, St. Ignatius College	....do	1870	1870	Rev. F. Coosmans, S. J., pres't	8	....	8	142	....	142	95	15	....	....	.....
7	Commercial department of Eureka College	Eureka, Ill	1855	1869	A. M. Weston, president	5	....	5	45	....	45	27	....	....	....	7
8	Springfield Business College	Springfield, Ill	.....	.....	S. Bogardus	2	....	2	31	....	31	....	....	....	....	.....
9	College of Business of Northwestern Christian University.	Indianapolis, Ind	1850	1870	C. E. Hollenbeck	4	1	5	68	8	76	12	....	....	....	18
10	Commercial dep't University of Notre Dame	Near South Bend, Ind.	1842	1844	Rev. A. Lemonnier, C. H., pres't	5	....	5	95	....	95	40	....	....	....	400
11	Burlington Business College	Burlington, Iowa	.....	1865	J. Bonsall	5	1	6	184	24	208	....	....	....	....	183
12	The Bryant & Stratton Iowa State Business College.	Davenport, Iowa	.....	1865	Montague & Curtis (*a*)	4	....	4	193	12	205	....	....	....	....	.....
13	Commercial department Iowa Wesleyan University.	Mount Pleasant, Iowa.	1855	1869	L. W. June	1	....	1	15	12	27	....	....	....	....	20
14	Commercial course of Kentucky University	Lexington, Ky	.....	1869	Horace P. Perrin	5	....	5	103	....	103	....	....	....	....	51
15	The Bryant & Stratton Business College	Louisville, Ky	.....	1865	J. W. Warr	3	....	3	100	20	120	....	....	....	....	.....
16	Soulé's Commercial College	New Orleans, La	1861	1856	George Soulé	11	....	11	250	....	250	4	7	3	....	3,000
17	The Bryant, Stratton & Sadler Business College.	Baltimore, Md	.....	1864	W. H. Sadler, president	7	....	7	468	....	468	....	....	....	....	.....
18	Bryant & Stratton College	Boston, Mass	.....	.....	H. E. Hibbard	5	1	6	200	30	230	....	....	....	....	.....
19	Commercial and telegraphic department, Hillsdale College.	Hillsdale, Mich	.....	1866	Alexander C. Redeout	4	....	4	155	51	206	....	....	....	....	71
20	St. Paul International Business College	Saint Paul, Minn	.....	1865	W. A. Faddis	6	1	7	100	10	110	....	....	....	....	200
21	Commercial department, Pass Christian College	Pass Christian, Miss	1866	1866	Brother Leonidian	16	....	16	150	....	150	20	120	10	....	50
22	Commercial school of McGee College	College Mound, Mo	1853	.....	.....	....	....	1	....	....	65	....	....	....	....	30
23	Bryant's Business College	Saint Joseph, Mo	.....	.....	T. J. Bryant, LL. B., president	....	....	....	....	....	....	....	....	....	....	.....
24	Commercial course of Saint Louis University	Saint Louis, Mo	1832	1833	Jos. G. Zealand, S. J	9	....	9	142	....	142	42	13	....	....	91

TABLE V.—*Statistics of commercial and business colleges*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of instructors.			Number of students.			Number of students in German.	Number of students in French.	Number of students in Spanish.	Number of students in other modern languages.	Number who have completed course in institution.
						Male.	Female.	Total.	Male.	Female.	Total.					
25	Gaskell, Bryant & Stratton's New Hampshire Business College.	Manchester, N. H	.....	1865	George A. Gaskell	3	....	3	270	65	335	....	....	....	....	.....
26	Trenton Business College	Trenton, N. J	.....	1865	A. J. Rider	6	....	6	313	10	323	9	....	....	....	95
27	Clark, Bryant & Stratton's Business College	Brooklyn, N. Y	.....	.....		....	....	....	....	....	....	....	....	....	....	.....
28	Commercial course of Brooklyn Collegiate and Polytechnic Institute.	....do	.....	.....		....	....	....	....	....	....	....	....	....	....	.....
29	Commercial department, St. Joseph's College	Buffalo, N. Y	.....	1867	Brother Justus	2	....	2	76	....	76	30	....	....	....	.....
30	Bryant & Stratton's Buffalo Business College	....do	.....	.....		....	....	....	....	....	....	....	....	....	....	.....
31	Commercial course of St. John's College	Fordham, N. Y	1846	1840	Joseph Shea, S. J	6	....	6	70	....	70	14	70	....	....	.....
32	Commercial department, St. Francis Xavier College.	New York City, N. Y	1861	1847	H. Hudson, S. J	8	....	8	96	....	96	51	45	....	....	.....
33	Dolbear's Commercial College	....do	.....	1835	Thomas H. Dolbear	4	2	6	250	50	300	....	....	....	....	10, 000
34	Packard's Business College	....do	.....	1858	S. S. Packard	10	....	10	254	7	261	260	261	8	....	2, 500
35	Paine's Business College	....do	.....	1849	Martin S. Paine	3	2	5	175	40	215	....	....	....	....	15, 000
36	Rochester Business University	Rochester, N. Y	.....	1863	L. L. Williams	4	....	4	184	33	217	....	....	....	....	.....
37	Carnell's Troy Business College	Troy, N. Y	1871	1858	Jno. R. Carnell	4	....	4	125	12	137	....	....	....	....	800
38	Utica Business College	Utica, N. Y	.....	1862	McCreary & Shields (*b*)	3	1	4	175	25	200	15	15	....	....	1, 000
39	Commercial department of Wake Forest College.	Forestville, N. C	.....	.....	Prof. L. R. Mills, A. M	....	....	....	....	....	....	....	....	....	....	.....
40	Commercial school of Trinity College	Near Highpoint, N. C	.....	.....	Rev. B. Craven, D. D., pres't	....	....	....	....	....	....	....	....	....	....	.....
41	Commercial department of Baldw.n University	Berea, Ohio	.....	1867	J. H. Brown	1	....	1	30	9	39	....	....	....	....	.....
42	Commercial department of St. Xavier College	Cincinnati, Ohio	1842	1832	L. Bushart	4	....	4	69	....	69	69	....	....	....	.....
43	Union Business College	Cleveland, Ohio	.....	1852	Felton & Bigelow (*c*)	6	....	6	413	11	424	....	....	....	....	.....
44	Columbus Business College	Columbus, Ohio	.....	1865	E. K. Bryan	3	1	4	250	30	280	10	....	....	30	500
45	Mount Union Business College	Mount Union, Ohio	1858	1869	O. U. Hartshorn, president	8	....	8	374	88	462	35	15	....	....	157
46	Commercial departm't, Willamette University	Salem, Oreg	1853	1870	T. H. Crawford	1	....	1	26	5	31	....	....	....	....	.....
47	Commercial department of Lebanon Valley College.	Annville, Pa	.....	.....	S. H. Hammond, A. M., pres't	....	....	....	....	....	14	....	....	....	....	.....
48	Commercial course, Villanova College	Delaware County, Pa	.....	.....	Very Rev. P. A. Stanton, O. S. A., president.	....	....	....	....	....	....	....	....	....	....	.....

49	Bryant, Stratton & Smith International Business College.	Meadville, Pa	.....	1866	A. W. Smith	3	1	4	50	30	80	....	....	....	50	1,200
50	Business department of Lincoln University	Lower Oxford, Pa	1866	.....	John B. Rendall, A. B	4	....	4	25	....	25	....	....	....	....	.....
51	Pierce's Business College	Philadelphia, Pa	.....	1865	Thomas M. Pierce, M. A	5	....	5	102	....	102	....	....	....	....	254
52	Crittenden's Philadelphia Commercial College	....do	1855	1844	John Groesbeck	11	....	11	.....	....	419	....	....	....	....	.....
23	Iron City College	Pittsburgh, Pa	1855	1854	J. C. Smith, A. M	6	....	6	350	....	350	....	....	....	....	16,000
54	Commercial course of St. Vincent's College	Westmoreland Co., Pa	1870	.....	Rt. Rev. B. Wimmer, O. S. B., president.	....	....	....	.....	....	69	....	....	....	....	.....
55	Warner's, Bryant & Stratton Business College	Providence, R. I	.....	.....	.....	....	....	....	.....	....	.....	....	....	....	....	.....
56	Commercial departm't, Cumberland University	Lebanon, Tenn	1870	1870	B. W. McDonald, president	2	....	2	24	....	24	15	12	....	15	40
57	Business school of Washington and Lee University.	Lexington, Va	.....	.....	Marcus Ammen, principal	....	....	....	19	....	19	....	....	....	....	.....
58	Commercial College	Richmond, Va	.....	1866	Dr. A. L. Mayer, president	5	....	5	.....	....	75	....	....	....	....	.....
59	Telegraph school	....do	.....	1871	Paynter & McGovern	2	....	2	.....	....	25	....	....	....	....	.....
60	Old Dominion Business College	....do	1868	1867	G. Morris Nicol	2	....	2	76	....	76	....	....	....	....	32
61	Business course of Emory and Henry College	Near Wytheville, Va	.....	.....	Rev. E. E. Wiley, D. D., pres't	....	....	....	.....	....	.....	....	....	....	....	.....
62	Commercial school, Lawrence University	Appleton, Wis	.....	1871	O. P. De Land	1	....	1	50	15	65	....	....	....	....	.....
63	Janesville Commercial College	Janesville, Wis	.....	1866	A. L. Reed	2	....	2	105	21	126	....	....	....	....	142
64	Commercial department of Milton College	Milton, Wis	1867	1867	W. C. Whitford	1	2	3	30	3	33	....	....	....	....	.....
65	Spencerian Business College	Milwaukee, Wis	1870	1863	Robert Spencer	4	2	6	122	7	129	....	....	....	....	81
66	Commercial department, Howard University	Washington, D. C	1867	1869	.....	2	....	2	.....	....	84	....	....	....	....	.....
67	Spencer's Business College	....do	.....	.....	.....	....	....	....	.....	....	.....	....	....	....	....	.....

a A. J. Montague and J. F. Curtis. *b* H. B. McCreary and Thomas Shields. *c* E. R. Felton and A. E. Bigelow.

TABLE V.—*Statistics of commercial and business colleges*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of years in course.	Number of weeks in scholastic year.	Annual cost for each student.	Number of volumes in library.	Scholastic year begins.
1	Heald's Business College	San Francisco, Cal	.....	1864	E. P. Heald	.....	52	$120	.....	
2	Commercial class, St. Ignatius College	....do	1859	1855	Rev. J. Bayma, S. J., president	.....	.....	.....	.....	
3	Moore's Southern Business University	Atlanta, Ga	.....	1868	B. F. Moore, A. M., president	3 mos.	.....	60	.....	
4	Business course, Bowdon College	Bowdon, Ga	1857	1856	Rev. F. H. M. Henderson, pres.	4	40	54	600	Third Thursday Aug.
5	The Bryant & Stratton Chicago Business College.	Chicago, Ill	.....	.....	.....	.....	.....	.....	.....	
6	Commercial course, St. Ignatius College	....do	1870	1870	Rev. F. Coosmans, S. J., pres't	4	40	60	.....	First Monday Sept.
7	Commercial department of Eureka College	Eureka, Ill	1855	1869	A. M. Weston, president	1	36	24	2,000	Do.
8	Springfield Business College	Springfield, Ill	.....	.....	S. Bogardus	6 mos.	50	50	100	Do.
9	College of Business of Northwestern Christian University.	Indianapolis, Ind	1850	1870	C. E. Hollenbeek	1	40	40	.....	Second Tuesday Sept.
10	Commercial department of Notre Dame	Near South Bend, Ind	1842	1844	Rev. A. Lemonnier, C. S., pres't	2	40	300	.....	September 1.
11	Burlington Business College	Burlington, Iowa	.....	1865	J. Bonsall	1	52	75	165	Any time.
12	The Bryant & Stratton Iowa State Business College.	Davenport, Iowa	.....	1865	Montague & Curtis (*a*)	1	52	b75	.....	Any time.
13	Commercial department Iowa Wesleyan University.	Mount Pleasant, Iowa	1855	1869	L. W. June	.....	.....	.....	.....	
14	Commercial course of Kentucky University	Lexington, Ky	.....	1869	Horace P. Perrin	2	40	30	.....	Second Monday Sept.
15	The Bryant & Stratton Business College	Louisville, Ky	.....	1865	J. W. Warr	.....	.....	b50	.....	Any time.
16	Soulé's Commercial College	New Orleans, La	1861	1856	George Soulé	2	52	125–250	600	Any time.
17	The Bryant, Stratton & Sadler Business College.	Baltimore, Md	.....	1864	W. H. Sadler, president	1	51	67½–92½	.....	October 1.
18	Bryant & Stratton College	Boston, Mass	.....	.....	H. E. Hibbard	1	44	100	.....	First Monday Sept.
19	Commercial and telegraphic department, Hillsdale College.	Hillsdale, Mich	.....	1866	Alexander B. Redeout	8 mos.	41	.....	3,000	September 3.
20	St. Paul International Business College	Saint Paul, Minn	.....	1865	W. A. Faddis	1	50	b60	100	January 2.
21	Commercial department, Pass Christian College.	Pass Christian, Miss	1866	1866	Brother Leonidian	5	42	300	.....	October 1.
22	Commercial school of McGee College	College Mound, Mo	1853	.....	.....	.....	.....	.....	.....	
23	Bryant's Business College	Saint Joseph, Mo	.....	.....	T. J. Bryant, LL. B., president	.....	.....	35	.....	Any time.
24	Commercial course of St. Louis University	Saint Louis, Mo	1832	1833	Jos. G. Zealand, S. J	4	42	50–60	.....	First Monday Sept.
25	Gaskell, Bryant & Stratton's New Hampshire Business College.	Manchester, N. H	.....	1865	George A. Gaskell	1	52	50–75	.....	Any time.

26	Trenton Business College	Trenton, N. J	.....	1865	A. J. Rider	1	41	75	300	September 1.
27	Clark, Bryant & Stratton's Business College	Brooklyn, N. Y	.....	.....		.....	.....	.....	.....	
28	Commercial course of Brooklyn Collegiate and Polytechnic Institute.	....do	.....	.....		.....	.....	.....	.....	
29	Commercial department, St. Joseph's College	Buffalo, N. Y	.....	1867	Brother Justus	5	44	30	.....	First Monday Sept.
30	Bryant & Stratton's Buffalo Business College	... do	.....	.....		.....	.....	.....	.....	
31	Commercial course of St. John's College	Fordham, N. Y	1846	1840	Joseph Shea, S. J	6	43	350	.....	First Wednesday Sept.
32	Commercial department, St. Francis Xavier College.	New York City, N. Y	1861	1847	H. Hudson, S. J	4	40	60	.....	First Monday Sept.
33	Dolbear's Commercial College	....do	.....	1835	Thomas H. Dolbear	1	52	120–150	.....	Any time.
34	Packard's Business College	... do	.....	1858	S. S. Packard	2	48	200	1,000	
35	Paine's Business College	....do	.....	1849	Martin S. Paine	6 mos.	52	20	.....	Any time.
36	Rochester Business University	Rochester, N. Y	.....	1863	L. L. Williams	1½	52	40–100	.....	September 1.
37	Carnell s Troy Business College	Troy, N. Y	1871	1858	Jno. R. Carnell	1½	48	60–95	200	
38	Utica Business College	Utica, N. Y	.....	1862	McCreary & Shields (*c*)	6 mos.	48	100	.....	September 1.
39	Commercial departm't of Wake Forest College	Forestville, N. C	.....	.....	Prof. L. R. Mills, A. M	.....	.....	.....	.....	
40	Commercial school of Trinity College	Near Highpoint, N. C	.....	.....	Rev. B. Craven, D. D., pres't	.....	.....	.....	.....	
41	Commercial department of Baldwin University	Berea, Ohio	.....	1867	J. H. Brown	1	14	25	.....	November 20.
42	Commercial department of St. Xavier College	Cincinnati, Ohio	1842	1832	L. Bushart	3	40	60	.....	First Monday Sept.
43	Union Business College	Cleveland, Ohio	.....	1852	Felton & Bigelow (*d*)	2	52	75	.....	Any time.
44	Columbus Business College	Columbus, Ohio	.....	1865	E. K. Bryan	1	42	50	.....	September.
45	Mount Union Business College	Mount Union, Ohio	1858	1869	O. U. Hartshorn, president	.....	44	*b*30	500	Do.
46	Commercial departm't, Willamette University	Salem, Oreg	1853	1870	T. H. Crawford	1	39	9	.....	Second Monday Sept.
47	Commercial department of Lebanon Valley College.	Annville, Pa	.....	.....	L. H. Hammond, A. M., pres't	.....	.....	.....	.....	
48	Commercial course, Villanova College	Delaware County, Pa	.....	.....	Very Rev. P. A. Stanton, O. S. A., president.	.....	.....	.....	.....	
49	Bryant, Stratton & Smith International Business College.	Meadville, Pa	.....	1866	A. W. Smith	2	48	.....	.....	July 15.
50	Business department of Lincoln University	Lower Oxford, Pa	1866	.....	John B. Rendall, A. B	3	36	25	.....	Third Thursday Sept.
51	Pierce's Business College	Philadelphia, Pa	.....	1865	Thomas M. Pierce, M. A	.....	50	100	.....	September 1.
52	Crittenden's Philadelphia Commercial College	... do	1855	1844	John Groesbeck	.....	51	.....	277	Any time.
53	Iron City College	Pittsburgh, Pa	1855	1854	J. C. Smith, A. M	.....	52	50	.....	Any time.
54	Commercial course of St. Vincent's College	Westmoreland Co., Pa	1870	.....	Rt. Rev. B. Wimmer, O. S. B., president.	.....	.....	.....	.....	
55	Warner's Bryant & Stratton Business College	Providence, R. I	.....	.....		.....	.....	.....	.....	
56	Commercial departm't, Cumberland University	Lebanon, Tenn	1870	1870	B. W. McDonald, president	5 mos.	40	30	.....	First Monday Sept.
57	Business school of Washington and Lee University.	Lexington, Va	.....	.....	Marcus Ammen, principal	.....	.....	.....	.....	
58	Commercial College	Richmond, Va	.....	1866	Dr. A. L. Mayer, president	.....	.....	.....	.....	
59	Telegraph school	....do	.....	1871	Paynter & McGovern	.....	.....	.....	.....	
60	Old Dominion Business College	....do	1868	1867	G. Morris Nicol	1	34	50	450	October 1.
61	Business course of Emory and Henry College	Near Wytheville, Va	.....	.....	Rev. E. E. Wiley, D. D., pres't	.....	.....	.....	.....	
62	Commercial school, Lawrence University	Appleton, Wis	.....	1871	O. P. De Land	2	39	25–30	.....	Second Wed'y Sept.
63	Janesville Commercial College	Janesville, Wis	.....	1866	A. L. Reed	6 mos.	.....	40	.....	Any time.
64	Commercial department of Milton College	Milton, Wis	1867	1867	W. C. Whitford	3	39	27	.....	August 30.
65	Spencerian Business College	Milwaukee, Wis	1870	1863	Robert Spencer	6 mos.	52	50–60	150	Any time.
66	Commercial department, Howard University	Washington, D. C	1867	1869		.....	.....	.....	.....	
67	Spencer's Business College	....do	.....	.....		.....	.....	.....	.....	

a A. J. Montague and J. F. Curtis. *b* Life scholarship for full course. *c* H. B. McCreary and Thomas Shields. *d* E. R. Felton and A. E. Bigelow.

TABLE VI.—*Statistics of institutions for secondary instruction for 1872; from replies to inquiries by the United States Bureau of Education.*

NOTE.—In column of expenses, "*a*" signifies total expenses per annum; "*b*," total expenses per month; "*c*," the term expenses; "*d*." annual expense for tuition.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
1	La Fayette Male High School*	Chambers C. H., Ala	....	1870	.....	John A. Morris, A. B	.....	3	3	....	70	70	....	.....	.....	.....	.....	.....
2	Greene Springs School	Greene Springs, Ala	....	1847	.....	H. Tutwiler, LL. D	.....	3	2	1	45	45	....	.....	.....	5	.....	.....
3	Montgomery Male High School*	Montgomery, Ala*	....	1870	.....	F. W. Lewis, A. B	.....	2	2	....	45	45	....	.....	.....	.....	.....	.....
4	Theodore Hunter's School	Montgomery, Ala	1870	1870	.....	Theodore Hunter	.....	.....	.....	.....	25	25	....	7	.....	.....	.....	10
5	Burrell School	Selma, Ala	....	1869	.....	H. W. Carter	.....	6	....	6	300	138	162	....	.....	.....	.....	.....
6	Southwood Select School*	Talladega, Ala	....	1853	.....	W. W. Wilson	.....	1	1	....	.....	.....	.....	.....	.....	.....	.....	.....
7	Ursuline Convent and Academy of Saint John the Baptist.	Tuskaloosa, Ala	....	1866	.....	Madame M. C. Weed	R. C	4	....	4	30	....	30	....	.....	.....	.....	.....
8	Tuskegee Male High School	Tuskegee, Ala	....	1857	.....	James F. Park, A. M	.....	2	2	....	90	....	90	20	....	8	.....	6
9	Arkansas College	Batesville, Ark	1872	1872	.....	I. J. Long	Pres	4	2	2	58	22	36	....	.....	.....	.....	.....
10	Batesville Academy*	Batesville, Ark	....	1849	.....	Rev. J. B. Long, A. B	Pres	2	1	1	28	12	16	....	.....	.....	.....	.....
11	Soulesbury Institute*	Batesville, Ark	1850	1850	.....	Rev. A. R. Benniek	M. E. S	2	1	1	28	15	13	....	.....	.....	.....	.....
12	Washington High School	Bethesda Springs, Ark	....	1872	.....	Rev. A. R. Benniek	.....	1	....	1	52	39	13	2	3	.....	.....	.....
13	Saint Anne's Academy (*g*)	Fort Smith, Ark	....	1853	.....	Mother M. Teresa Farrell	R. C	8	....	....	85	....	85	....	.....	.....	.....	.....
14	Saint Mary's Academy (*g*)	Little Rock, Ark	....	.....	.....	Sister M. A. Carton	R. C	12	....	....	100	....	100	....	.....	.....	.....	.....
15	Grass Valley High School	Grass Valley, Cal	1869	1869	.....	Prof. Irving Henning	.....	5	2	3	125	65	60	20	10	3	1	10
16	California Military Academy	Oakland, Cal	....	1865	.....	David McClure	.....	10	10	....	125	125	....	10	20	.....	.....	.....
17	Oakland High School	Oakland, Cal	....	1869	.....	J. B. McChesney	.....	5	4	1	80	20	60	50	30	8	1	6
18	Academy of Notre Dame (*g*)	San Francisco, Cal	....	1866	.....	Sister A. de la Croiz	R. C	.....	.....	.....	300	....	300	.....	.....	.....	.....	.....
19	School of the Holy Cross (*g*)	Santa Cruz, Cal	....	1862	.....	Sister A. Gibbs	R. C	6	.....	.....	120	....	120	.....	.....	.....	.....	.....
20	Vallejo High School	Vallejo, Cal	....	1870	.....	C. B. Towle	.....	3	2	1	30	9	21	....	.....	.....	.....	.....
21	Vallejo Public School*	Vallejo, Cal	....	1854	.....	G. W. Simonton	.....	16	4	....	1,020	540	480	....	.....	.....	.....	.....
22	Saint Mary's Academy	Denver, Colo	....	1864	.....	Mother M. Joanna	R. C	9	....	9	120	....	120	....	.....	.....	.....	.....
23	Jarvis Hall Collegiate School	Golden, Colo	....	1869	.....	Rt. Rev. G. M. Randall, D. D	P. E	9	....	....	.....	.....	.....	.....	.....	.....	.....	.....
24	Bacon Academy	Colchester, Conn	1801	1801	$36, 000	F. E. Burnette	.....	1	1	....	42	20	22	7	....	2	.....	.....
25	Danbury Centre District Graded School.	Danbury, Conn	....	1865	.....	Rev. D. M. Hodge	.....	20	2	18	1, 110	464	646	11	....	1	.....	3

26	Durham Academy	Durham, Conn	1838	1842		George H. Tracy A. M		3	2	1	122	68	54								
27	Verner Episcopal School	East Windsor Hill, Conn		1871		J. B. Clark	P. E	6	4	2	65	30	35	10	3	1	1				
28	Saint Margaret of Cortona (*g*)	East Winsted, Conn		1868		Mother M. Joseph	R. C	7			50		50								
29	Mr. Hall's Family School	Ellington, Conn		1844		Edward Hall	Cong	2	2		13	11	2		2	1					
30	Glastonbury Academy	Glastonbury, Conn		1870		L. T. Brown		4	1	3	232	105	127			3					
31	Greenwich Academy	Greenwich, Conn	1827	1828		Frank Shepard, A. M		5	3	2	90	45	45	8	2	5	2	10			
32	Brainerd Academy*	Haddam, Conn		1839		J. A. Brainerd	Cong	2	1	1	50	20	30								
33	Academy of Our Lady of the Sacred Heart. (*g*)	Hartford, Conn		1870		Sister M. S. Myron	R. C	6			18		18								
34	Hartford Public High School	Hartford, Conn	1798	1847	30, 000	S. M. Capron		14	10	4	360	180	180	50	20	6	3	32			
35	Rocky Dell Institute	Lime Rock, Conn		1864		J. H. Hurlburt		2	2		30	15	15	5				3			
36	Lee's Academy*	Madison, Conn	1825	1825		E. H. Dickinson, A. M	Cong	2	1	1	39	14	25								
37	Senior Department Central School*	Middleton, Conn		1840		Henry E. Sawyer		7	1	6	188	87	101								
38	Mystic Bridge High School*	Mystic Bridge, Conn				George O. Hopkins, A.M		5	1	4	325	125	200								
39	New Britain Public High School	New Britain, Conn		1848		J. H. Peck		4	2	2	81	40	41	6	2	1		6			
40	Boarding and Day School for Young Ladies.*	New Haven, Conn		1834		Misses Edwards	P. E	9	1	8	75		75								
41	Grove Hall Young Ladies' School	New Haven, Conn		1820		O. P. Hubbard	Cong	12	3	9	56		56								
42	Hill House High School*	New Haven, Conn		1857		T. W. T. Curtis		9	4	5	186	63	123								
43	Hopkins Grammar School*	New Haven, Conn									139	139									
44	Bartlett High School	New London, Conn	1685	1685	22, 500	E. B. Jennings		2	2		60	60									
45	Waramaug Academy*	New Preston, Conn		1856		G. C. Whittlesey	Cong	1	1		30	15	15								
46	Norwich Free Academy	Norwich, Conn	1854	1854	90, 000	William Hutchison		6	4	2	121	59	62	20	2	4		8			
47	Rockville High School	Rockville, Conn		1870		Randall Spaulding		2	1	1	45	20	25	7							
48	Seabury Institute	Saybrook, Conn		1865		Rev. P. L. Shepard, A. M	P. E	5	2	3	99	76	23	6	4	2	1	18			
49	Seymour High School*	Seymour, Conn		1860		Lucy S. Merwin		2		2	70	30	40								
50	Rural Home School*	Sharon, Conn		1853		C. H. Sears, A. M., M. D	P. E	5	2	3	18	15	3								
51	Gothic Hall*	Stamford, Conn		1855		Misses Aiken & Chase	Pres	9	3	6	50		50								
52	Stamford High School	Stamford, Conn				A. P. Beals		2	1	1	50	20	30					4			
53	Stamford Institute for Boys	Stamford, Conn		1850		W. C. Wilcox		6	5	1	38	34	4	6	2			2			
54	Connecticut Literary Institution	Suffield, Conn		1835	27, 000	J. A. Shores	Bapt	5	3	2	198	127	71	48		7					
55	Thomaston Academy	Thomaston, Conn		1867		J. B. French		1	1		40	22	18	4	4						
56	Wethersfield Public High School*	Wethersfield, Conn		1868		A. E. Nolen		2	1	1	50	12	38								
57	Natchang High & Grammar School*	Willimantic, Conn				T. H. Fuller		3	1	2	80	40	40								
58	Wilton Academy*	Wilton, Conn		1817		Edward Olmstead	Cong	1	1		30	18	12								
59	Woodstock Academy	Woodstock, Conn	1801	1801	16, 000	W. E. Davidson		5	4	1	111	70	41	38	3	3	1	1			
60	Felton Seminary	Felton, Del	1867	1866		W. E. Knox	M. E	4	2	2	53	21	32	2		1					
61	Frederica High School*	Frederica, Del		1871		C. W. Super		1	1		30	10	20								
62	Middletown Academy	Middletown, Del	1824	1827	10, 000	H. A. Wood, A. M		5	1	4	104	62	42	6	1		1				
63	Milford Collegiate and Academic Institute.	Milford, Del		1871		W. R. Lord		5	2	3	78	39	39	15							
64	Rugby Academy	Wilmington, Del		1872		S. W. Murphy, A. M		5	4	1	52	52		5	1						
65	Taylor and Jackson's Academy	Wilmington, Del		1857		Milton Jackson		9	6	3	211	146	65	12	10	1		6			
66	Academy of the Visitation	Georgetown, D. C		1799		Sisters of the Visitation	R. C				135										
67	Boarding and Day School for Young Ladies.	Georgetown, D. C		1865		Mrs. Ira Wheeler					10										
68	Georgetown Institute for Males	Georgetown, D. C		1856		Rev. P. Hall Sweet					44										
69	Georgetown Collegiate Institute for Young Ladies.	Georgetown, D. C		1871		Miss L. Stevenson					18										
70	Georgetown Female Seminary	Georgetown, D. C		1868		Miss S. A. Lipscomb		8	4	4	100		100					3			
71	Select English and French School for Young Ladies.	Georgetown, D. C		1868		Mrs. S. M. McDonald					23										

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
72	Academy of the Visitation	Washington, D. C		1850		Mother M. de S. O'Hare	R. C	18		18	140		140					4
73	De Beaulieu Institute	Washington, D. C		1866		M'lle V. Prud'homme		5	1	4	30		30					
74	Columbia Academy for Young Ladies.	Washington, D. C		1872		Miss Marcelia Ball					12							
75	Eclectic Institute	Washington, D. C		1870		Rev. Oliver Cox					50							
76	Emerson Institute	Washington, D. C		1852		Charles B. Young					95							
77	Episcopal Institute for Boys	Washington, D. C				Rev. F. L. Knight, D. D					31							
78	English and Classical High School	Washington, D. C		1868		J. W. Hunt					30							
79	English, French, and Classical Institute.	Washington, D. C		1868		Mrs. Angelo Jackson					20							
80	Memorial Hall	Washington, D. C		1869		Misses A. E. Evans and H. E. Williams.		5	1	4	56		56					3
81	Mount Vernon Institute for Young Ladies.	Washington, D. C		1872		Mrs. C. W. Pairo 'and Mdme. Schlicker.					21							
82	Rittenhouse Academy	Washington, D. C		1840		O. C. Wight		1		1	32	32		3				4
83	Roslyn Seminary	Washington, D. C		1868		Miss B. Ross		7	3	4	50		50	2		1		3
84	Roys' Academy	Washington, D. C		1870		Chase Roys		1	1		24	24		5	4		1	
85	Saint Cecilia's Academy	Washington, D. C		1868		Sisters of the Holy Cross	R. C				84							
86	Saint Matthew's Institute	Washington, D. C	1870	1870		Brother Tobias	R. C	8	8		175	175						6
87	Select School for Young Ladies	Washington, D. C		1865		Mrs. Vernon Dorsey					7							
88	Select School	Washington, D. C		1871		Miss Mary Perley		3		3	24	13	11					
89	Select School for Young Ladies	Washington, D. C		1868		Mrs. G. M. Condron and Miss A. Tolman Smith.					70							
90	School for Young Ladies	Washington, D. C		1868		Mrs. A. J. Faust	P. E				7							
91	Boarding and Day School for Young Ladies.	Washington, D. C		1865		Miss Maggie Burgess					15							
92	The Misses Osborne's Boarding and Day School.	Washington, D. C		1870		Misses L. L. and I. G. Osborne.		11	3	8	100		100					
93	School for Young Ladies	Washington, D. C		1869		Miss Lydia Fletcher					16							
94	Young Ladies' Day School	Washington, D. C		1869		Misses Wotherspoon					40							

95	School for Young Ladies	Washington, D. C		1841		Madame Burr				50										
96	Young Ladies' Seminary	Washington, D. C		1856		Miss M. J. Harrover				16										
97	Saint Joseph's Academy (*g*)	Jacksonville, Fla		1869		Mother Sidonie	R. C	8			100		100							
98	Convent of Mary Immaculate (*g*)	Key West, Fla				Mother M. Euphrasia	R. C	6			172		172							
99	Sisters of the Holy Names of Jesus and Mary.	Key West, Fla		1869		Mother M. Félicité	R. C	8		8	131		131							6
100	Peabody Institute	Saint Augustine, Fla	1868	1869		Daniel Waterbury		4	3	1	140	70	70	12	12	6	6	4		
101	Academy of the Immaculate Conception. (*g*)	Atlanta, Ga		1866		Sister Jane Frances	R. C	8			120		120							
102	Saint Mary's Academy (*g*)	Augusta, Ga		1853		Sister M. Ignatius	R. C	8			100		100							
103	Carroll Masonic Institute	Carrollton, Ga	1871	1871		J. M. Richardson	Mas	4	3	1	73	40	33							
104	Kearn Manual Labor School	Cave Spring, Ga	1839	1839	6,000	P. J. King	Bapt	1	1		30	30		3						
105	Slade's School for Boys	Columbus, Ga		1867		J. J. Slade		2	2		40	40		18	3	4	3			
106	Hillard Institute*	Forsyth, Ga	1857	1870		B. M. Turner	M. E	2	2		54	54								
107	Samuel Bailey Male Institute*	Griffin, Ga		1870		Maj. W. F. Slaton, A. M		3	3		108	108								
108	Bradwell Institute*	Hinesville, Ga		1871		S. D. Bradwell		4	1	3	60	35	25							
109	Martin Institute*	Jefferson, Ga	1857	1858		J. W. Glenn		4	2	2	154	92	62							
110	La Grange High School*	La Grange, Ga	1837	1838		R. E. Park		4	4		115	115								
111	Marietta Male Academy*	Marietta, Ga		1870		E. P. Cater, A. M		2	2		60	60								
112	Mount Zion Select School	Mount Zion, Ga		1854		W. J. Northen		1	1		25	25		17		4		3		
113	Lewis High School	Macon City, Ga		1868		Mary E. Sands		8	1	7	467	176	291							
114	Hepzibah High School*	Richmond Factory, Ga	1861	1861		Rev. W. L. Kilpatrick	Bapt	5	1	4	110	54	56							
115	Academy of St. Vincent de Paul (*g*)	Savannah, Ga		1845		Sister M. Agnes	R. C	12			136		136							
116	Collinsworth Institute	Talbotton, Ga		1837		J. T. McLaughlin, A. M	M. E. S	2	2		60	60		20	10	2		3		
117	Fletcher Institute*	Thomasville, Ga	1850			Rev. J. F. Nixon	M. E	2	2		42	42								
118	German Evangelical Lutheran School.*	Addison, Ill						2	2		142									
119	Mercer County Collegiate Institute.	Aledo, Ill	1872	1871		James Henderson		5	3	2	66	26	40							
120	Ursuline Academy (*g*)	Alton, Ill		1859		Mother Josephine	R. C	16			300		300							
121	Jennings's Seminary*	Aurora, Ill						12	6	6	321	166	155							
122	Institute of the Immaculate Conception. (*g*)	Belleville, Ill		1859		Sister M. Jerome	R. C				100		100							
123	Bloomington Female Seminary	Bloomington, Ill		1856		Rev. R. Conover	Pres	4	1	3	40		40							
124	Loretto Academy (*g*)	Cairo, Ill		1854		Sister Sopronia	R. C	12			175		175							
125	Champaign Female Seminary*	Champaign, Ill						6	2	4	70		70							
126	Graham Seminary	Chicago, Ill						3		3	35		35							
127	Dearborn Seminary*	Chicago, Ill						9	1	8	170		170							
128	Young Ladies' Seminary	Chicago, Ill						4	2	2	30	4	26							
129	Chicago Academy	Chicago, Ill						3	2	1	31	31								
130	Palmer's Academy	Chicago, Ill		1860		Frank Brown		4	1	3	50	25	25							
131	English and Classical School	Chicago, Ill						1	1		16	16								
132	Saint Xavier's Academy	Chicago, Ill						8		8	60		60							
133	Benedict Academy	Chicago, Ill						2		2	25		25							
134	Seminary of the Sacred Heart (*g*)	Chicago, Ill		1858		Rev. M. R. Gauthreaux	R. C	40			120		120							
135	German Institute	Chicago, Ill						3	2	1	160	80	80							
136	Danville High School	Danville, Ill		1869		J. G. Shedd		2		2	66	17	49	2	1			3		
137	Monticello Seminary	Godfrey, Ill	1837	1836	150, 000	Harriet N. Haskell		14		14	130		130					12		
138	Young Ladies' Atheneum*	Jacksonville, Ill						15	4	11	173		173							
139	Ewing University*	Knoxville, Ill						8			80									
140	Lake Forest Academy*	Lake Forest, Ill						8	5	3	104	86	18							
141	Christian Brothers' Academy	La Salle, Ill		1862		Brother Arthemian	R. C	7	7		150	150								

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
142	McDonough Normal and Scientific College.	Macomb, Ill	1864	1865	.....	Daniel Branch	.....	2	1	1	175	97	78	1	....	.....	.....	5
143	Rock River Seminary and Collegiate Institute.*	Mount Morris, Ill	1838	1839	.....	S. H. Adams, A. M	M. E	5	3	2	120	90	30	....	....	.....	.....	.....
144	Mount Zion Male and Female Seminary.	Mount Zion, Ill	....	....	.....	.....	.....	2	2	....	65	45	20	....	....	.....	.....	.....
145	Fowler Institute*	Newark, Ill	....	....	.....	.....	.....	4	1	3	143	84	59	....	....	.....	.....	.....
146	Grand Prairie Seminary and Commercial College.	Onarga, Ill	1865	1863	$22,000	J. T. Dickinson, A. M	M	9	3	6	173	81	92	6	....	.....	.....	.....
147	Onarga Institute*	Onarga, Ill	....	....	.....	.....	.....	5	1	4	58	28	30	....	....	.....	.....	.....
148	Hurty's Normal Academy	Paris, Ill	....	1871	.....	Josiah Hurty, A. M	.....	5	1	4	175	100	75	....	....	.....	.....	.....
149	Princeton High School	Princeton, Ill	1867	1867	.....	H. L. Boltwood	.....	8	3	5	300	145	155	15	5	1	1	12
150	Institute of the Infant Jesus (*g*)	Quincy, Ill	....	1867	.....	Sister M. Boniface	R. C	7	....	....	130	....	130	....	....	.....	.....	.....
151	Saint Francis Solanus College	Quincy, Ill	....	1859	.....	Brother A. Müller, O. S. F	R. C	9	9	....	120	120	....	40	20	20	.....	10
152	Saint Mary's Institute	Quincy, Ill	....	1867	.....	Sister M. B. de Notre Dame.	R. C	15	....	15	135	....	135	....	....	.....	.....	.....
153	Saviour's College*	Saint Anne, Ill	....	....	.....	.....	.....	4	....	....	145	....	....	....	....	.....	.....	.....
154	Shelbyville Graded School	Shelbyville, Ill	1869	1869	.....	J. Hobbs, A. M	.....	11	2	9	556	242	314	....	....	.....	1	.....
155	Todd Seminary for Boys	Woodstock, Ill	....	1870	.....	Rev. R. K. Todd, A. M	Pres	5	3	2	30	30	....	5	....	.....	.....	.....
156	Friends Bloomingdale Academy	Bloomingdale, Ind	1858	1845	5,000	B. C. Hobbs, LL. D	Friends	3	1	2	125	87	38	6	....	1	.....	.....
157	Our Lady of the Sacred Heart (*g*)	Fort Wayne, Ind	....	1866	.....	Sister M. Arsine	R. C	10	....	....	75	....	75	....	....	.....	.....	.....
158	Saint Augustine's School	Fort Wayne, Ind	....	1846	.....	Sister M. Cecilia	R. C	7	....	7	306	....	306	....	....	.....	.....	.....
159	Saint Ignatius's School (*g*)	La Fayette, Ind	....	1858	.....	Sister M. Antoinette	R. C	....	....	....	350	....	350	....	....	.....	.....	.....
160	Saint Mary's Academy	La Fayette, Ind	....	1867	.....	B. F. Desales	R. C	5	5	....	240	240	....	18	4	6	.....	14
161	Peru Graded School	Peru, Ind	....	1860	.....	G. G. Manning	.....	3	1	2	66	18	48	....	....	.....	.....	.....
162	Saint Mary's Academic Institute*	St. Mary's of the Woods, Ind.	1846	1840	.....	Mother Anastasie	R. C	16	....	16	175	....	175	....	....	.....	.....	.....
163	Saint Joseph's Academy (*g*)	South Bend, Ind	....	1865	.....	Sister M. Claudine	R. C	8	....	....	200	....	200	....	....	.....	.....	.....
164	Spiceland Academy	Spiceland, Ind	....	1864	.....	.....	.....	7	....	....	....	....	....	....	....	.....	.....	.....
165	Saint Paul's High School*	Valparaiso, Ind	....	1865	.....	Rev. M. O'Reilly	R. C	4	3	1	225	123	102	....	....	.....	.....	.....

166	Waveland Collegiate Institute	Waveland, Ind	1855	1849		J. M. Naylor	Pres	4	2	2	74	40	34	6		4		10
167	Academy of the Immaculate Conception.	Davenport, Iowa	1869	1859		Sister M. Alphonse	R. C	13		13	155	25	130					3
168	Denmark Academy	Denmark, Iowa	1843	1843	1,500	H. K. Edson	Cong	5	2	3	308	174	134					7
169	Dubuque High School	Dubuque, Iowa		1866		W. H. Beach, A. M		4	1	3	95	32	63	2		2		2
170	Addison Collegiate Institute	Irving, Iowa		1862		Rev. A. Craven												
171	Saint Benedict's College	Atchison, Kans	1868	1859		Rev. G. Christoph, O. S. B	R. C	8	8		80	80						
172	Hartford Collegiate Institute*	Hartford, Kans		1862		A. D. Chambers, A. M		4	1	3	80	44	36					
173	Wetmore Institute*	Irving, Kans		1862		Prof. C. E. Tebbets	Pres	3			125	50	75					
174	Saint Ann's Academy	Osage Mission, Kans	1870	1871		Mother B. Mayden	R. C	8		8	80		80					
175	Saint Mary's College	Saint Mary's, Kans	1869	1865		Rev. P. J. Ward, S. J	R. C	7	7		140	140		40				
176	Seminary of the Assumption	Topeka, Kans		1866		Rev. J. H. Defouri	R. C	8	8		45	45						
177	Nazareth Academy (g)	Bardstown, Ky		1812		Mother Frances	R. C	28			300		300					
178	Saint Joseph's College and Seminary.	Bardstown, Ky	1824	1819		Rev. M. M. Coghlan	R. C	10	10		50	50		10	40	30	30	
179	Saint Theresa Academy	Concordia, Ky				Sister M. Agnes	R. C	5			50		50					
180	Bethlehem Academy (g)	Elizabethtown, Ky		1830		Mother B. Bowles	R. C	10			100		100					
181	Green River Academy*	Elkton, Ky		1871		A. J. Laughlin	Dis	2	1	1	80	40	40					
182	School of the Parish of the Good Shepherd.*	Frankford, Ky		1867		Brother Flavian	R. C	5	2	3	135	70	65					
183	Mount Olivet School (g)	Gethsemane, Ky	1868	1866		Mother de Chantal	R. C	5			53		53					
184	Calvary Academy (g)	Lebanon, Ky		1816		Sister Febronia Cecil	R. C	5			45		45					
185	Saint Augustine's Academy (g)	Lebanon, Ky		1863		Sister Mary Alice	R. C	4			65		65					
186	Loretto Academy (g)	Loretto, Ky		1812		Mother Elizabeth Hayden	R. C	10			80		80					
187	Academy of the Visitation	Maysville, Ky	1866	1865		Sister M. M. Strenzel	R. C	14		14	65		65					
188	Academy of St. Vincent de Paul (g)	Morganfield, Ky		1829		Sister S. Fenwick	R. C	11			156		156					
189	Saint Francis Academy	Owensborough, Ky				Sister Theodora	R. C	8			130		130					
190	Saint Charles Academy	Paris, Ky		1868		Sister Mary Beichmans	R. C	5		5	50		50					
191	Saint Benedict's Academy (g)	Portland, Ky		1842		Mother Felicitas Webb	R. C	10			65		65					
192	Shelby Graded School	Shelbyville, Ky	1871	1871	12,000	R. W. McRery		6	2	4	241							
193	Academy of Saint Catharine of Sienna.	Springfield, Ky	1840	1822		Mother Regina O'Meara	R. C	8		8	80		80					
194	Saint Vincent Academy (g)	Union County, Ky				Sister Scholastica	R. C	10			135		135					
195	Acadamy of Saint Vincent*	Fairfield, La	1869	1868		Mother Mary Hyacinth	R. C	6		6	21		21					
196	Convent of the Presentation (g)	Marksville, La		1855		Sister A. de Jesus	R. C	5			48		48					
197	Saint Hyacinth's Academy	Monroe, La		1866		Sister Seraphina	R. C	5		5	35		35					
198	Hebrew Education Society*	New Orleans, La	1867	1866		A. B. Chandler	Heb	7	4	3	270	150	120					
199	New Orleans Central Boys' High School.	New Orleans, La		1867		Rev. John Percival		6	6		150	150				12		9
200	Saint Aloysius Academy	New Orleans, La		1869		Brother Stanislaus	R. C	5	5		100	100				12		
201	Saint Joseph's School (g)	New Orleans, La		1871		Sister Angelica	R. C	1			90		90					
202	Saint Simeon's Academy (g)	New Orleans, La		1860		Sister Candida	R. C	16			141		141					
203	Ursulino Order*	New Orleans, La		1727		Sister St. Seraphine	R. C	19	1	18	100		100					
204	Somerset Academy	Athens, Me	1850		8,000	A. F. Goodnow		3	1	2	95	50	45	2				
205	Auburn High School	Auburn, Me		1868		G. E. Gay		3	2	1	105			37		4	1	3
206	Gould's Academy	Bethel Hill, Me	1836	1836	3,800	C. H. Hersey		3	1	2	108	42	66	10		1		
207	Bluehill Academy*	Bluehill, Me	1803	1803														
208	East Maine Conference Seminary	Bucksport, Me	1850	1851	30,000	Rev. G. Forsyth	M. E	6	3	3	216	135	81	6		1		
209	Calais Academy and High School	Calais, Me	1850	1851	2,400	J. H. Richards		2	1	1	67	20	47		12	3		12
210	Cherryfield Academy*	Cherryfield, Me	1829	1830		F. A. Campbell		2	1	1	87	39	48					
211	Corinna Union Academy*	Corinna, Me	1852	1852		D. H. Sherman	Union	6	2	4	155	79	76					
212	Boynton High School	Eastport, Me		1847		G. H. Stockbridge		2	1	1	49	14	35				1	7

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
213	Exeter High School	Exeter, Me	1838	1837	$475	E. D. Pratt		5	2	3	125	54	71	7	....	.....	.....	.....
214	Hampden Academy*	Hampden, Me	1803	1804	.....	Rev. D. H. Fribore	State	7	4	3	341	178	163	....	....	.....	.....	.....
215	Hartland Academy	Hartland, Me	....	1836	1,000	A. H. Eaton		3	1	2	70	40	30	....	....	.....	.....	.....
216	Houlton Academy	Houlton, Me	1847	....	.....	Mattie C. Call	Cong	4	....	4	73	33	40	....	....	.....	.....	.....
217	Nichols Latin School	Lewiston, Me	....	....	.....	L. G. Jordan, A. B		4	4	....	68	68	....	....	....	.....	.....	.....
218	Limerick Academy	Limerick, Me	1808	1808	2,500	H. M. Heath		2	1	1	58	33	25	2	1	.....	.....	20
219	Limington Academy	Limington, Me	1848	1850	3,000	W. G. Lord		2	1	1	60	30	30	3	....	.....	.....	.....
220	Mattanawcook Academy	Lincoln, Me	1847	1847	2,500	J. B. Marsh		3	1	2	55	28	27	....	....	.....	.....	.....
221	Litchfield Academy	Litchfield, Me	1845	1845	1,500	D. L. Smith	Cong	3	1	2	90	50	40	....	4	1	.....	.....
222	Monmouth Academy	Monmouth, Me	1803	1803	3,000	Albert Woodside		3	2	1	75	....	....	....	....	.....	.....	.....
223	Lincoln Academy	Newcastle, Me	1801	1804	10,300	G. M. Thurlow, A. M		2	1	1	97	46	51	10	....	2	.....	.....
224	North Anson Academy	North Anson, Me	....	1823	5,000	J. B. Atwood, A. B		2	1	1	102	55	47	....	....	.....	.....	.....
225	Bridgeton Academy	North Bridgeton, Me	1808	1808	13,500	I. B. Choate		3	2	1	50	30	20	10	2	.....	.....	.....
226	Harpswell Academy	North Harpswell, Me	1859	1859	.....	T. Spooner, jr		2	1	1	40	25	15	....	....	.....	.....	.....
227	Patten Academy*	Patten, Me	1847	1847	.....			2	1	1	69	36	33	....	....	.....	.....	.....
228	Maine Central Institute	Pittsfield, Me	1866	1866	12,000	G. B. Files	F. W. B	8	3	5	225	131	94	28	....	1	.....	.....
229	English Course of Oxford Normal Institute.	South Paris, Me	1849	1849	.....	H. E. Swasey		10	7	3	207	90	117	15	5	.....	.....	1
230	Westbrook Seminary	Stevens Plains, Me	1831	1831	30,000	C. B. Varney	Univ	10	5	5	183	87	96	20	....	2	1	9
231	Thomaston High School	Thomaston, Me	....	1859	.....	E. F. Davis, A. B		2	1	1	55	23	32	7	2	1	1	10
232	Franklin Family School for Boys	Topsham, Me	....	1857	.....	R. O. Linsley		3	2	1	35	35	....	10	15	5	2	4
233	Oak Grove Seminary	Vassalborough, Me	1852	1857	10,000	R. M. Jones, A. B	Fr	4	2	2	85	45	40	8	....	.....	.....	.....
234	Waterville Classical Institute	Waterville, Me	1841	1842	.....	J. H. Hanson	Bapt	5	1	4	175	85	90	50	....	9	.....	4
235	North Yarmouth Academy	Yarmouth, Me	1814	1814	2,500	D. M. Elliott	Cong	4	1	3	65	30	35	2	....	.....	.....	.....
236	Academy of the Visitation (*g*)	Baltimore, Md	....	1837	.....	Mother M. L. Neale	R. C	22	....	....	150	....	150	....	....	.....	.....	.....
237	Notre Dame Institute (*g*)	Baltimore, Md	....	1862	.....	Mother Mary	R. C	21	....	....	180	....	180	....	....	.....	.....	.....
238	Saint Joseph's Academy	Baltimore, Md	....	....	.....	Bro. Candidian	R. C	10	10	....	.....	.....	.....	.....	.....	.....	.....	.....
239	Brookeville Academy*	Brookeville, Md	1814	1815	.....	R. C. Marshall and S. H. Coleman.		2	2	....	29	29	....	....	....	.....	.....	.....
240	Cambridge Male Academy	Cambridge, Md	....	....	.....	Dr. James L. Bryan		3	....	....	130	130	....	....	....	.....	.....	.....

241	Cambridge Female Academy	Cambridge, Md				John F. Baugher		5			15		15							
242	Church Hill Academy*	Church Hill, Md				George A. Barton		2			61	30	31							
243	Saint Timothy's Hall	Catonsville, Md	1846	1844			P. E.	3	3		35	35								
244	Centreville Academy	Centreville, Md				J. W. Thompson, jr		2			100	60	40							
245	Darlington Academy	Darlington, Md				John M. Cooley		1			36	17	19							
246	Fairmount Academy	Fairmount, Md				J. H. Turner		3			166	92	74							
247	Borromeo Institute	Pikesville, Md		1872		Miss Florence Waldron	R. C.	2	1	1	12	12								
248	Millington Academy	Millington, Md				Henry Tonkin		2			102	52	50							
249	Rockville Academy	Rockville, Md	1805	1807		J. D. Abrahams		4		4	40	40		15	10	2			3	
250	Charlotte Hall*	Saint Mary's County, Md.	1772	1774		N. F. D. Browne		4	4		65	65								
251	Shrewsbury Academy	Shrewsbury, Md				Thomas B. Long		1			34	24	10							
252	Stanmore School for Girls	Sandy Spring, Md		1867		Caroline H. Miller		6	2	4	36		36						4	
253	Upper Marlborough Academy	Upper Marlborough, Md.				James Harper		1			50	50								
254	West Nottingham Academy	West Nottingham, Md				Samuel A. Gayley		2			30	30								
255	Phillips Academy*	Andover, Mass	1780	1778		F. W. Tilton, A. M		7	7		288	288								
256	Punchard Free School	Andover, Mass	1851	1855	60,000	William Gleason Goldsmith, A. M.	Unsect'n	5	3	2	68	28	40							
257	Dummer Academy*	Byfield, Mass	1782	1763		L. W. Stanton		2	1	1	44	44								
258	Howe School*	Billerica, Mass	1852	1851		S. Tucker, A. M		2	1	1	38	20	18							
259	Channey Hall School*	Boston, Mass		1828		Cushing and Tadd		10	7	3	223	210	13							
260	English High School	Boston, Mass		1821		C. M. Cumston		22	9	13	580	580						7	92	
261	Bridgewater Academy	Bridgewater, Mass	1799	1799	3,000	C. Jordan, A. M		4	2	2	98	59	39	10	5					
262	Hitchcock Free High School	Brimfield, Mass	1855	1855	76,000	E. W. Norwood		4	3	1	127	62	65	7					9	
263	Cambridge High School	Cambridge, Mass		1846		L. R. Williston		11	5	6	353	166	187	50		8		6	40	
264	Congregation of Notre Dame (g)	Cambridgeport, Mass		1869		Sister Saint Hilary	R. C.	6			270		270							
265	Chatham High School	Chatham, Mass		1869		H. M. George		1	1		30	9	21	2					7	
266	Concord High School	Concord, Mass				C. Almy, jr		2	1	1	60	33	27	9		4			7	
267	Deerfield Academy and High School.	Deerfield, Mass	1798			V. M. Howard		2	1	1	38	14	24	1						
268	Partridge Academy	Duxbury, Mass	1829	1843		F. J. Worcester		2	1	1	34	17	17						5	
269	Williston Seminary	East Hampton, Mass	1841	1841		M. Newshaw	Cong.	10	10		240	240		36	15	30	8		10	
270	Lawrence Academy	Falmouth, Mass	1835	1833	10,000	L. Hunt	Cong.	3	1	2	32	16	16	2		1				
271	Lawrence Academy	Groton, Mass	1793	1793	80,000	Rev. J. Fletcher	Cong.	4	3	1	147	92	55	10	12			3	4	
272	Hopkins Academy	Hadley, Mass	1816	1817	30,000	G. H. White	Evan.	2	1	1	42	18	24	4	1					
273	Hanover Academy*	Hanover, Mass	1861	1806		Rev. T. D. P. Stone		2	1	1	30	15	15							
274	Derby Academy*	Hingham, Mass	1784	1784		F. J. Marsh		2	1	1	56	31	25							
275	Hinsdale High School	Hinsdale, Mass				Phebe A. Holden		1		1	48	22	26	1						
276	Ipswich Female Seminary	Ipswich, Mass	1825	1826		Rev. J. P. Cowles	Cong.	9	4	5	60		60						10	
277	Lancaster Academy	Lancaster, Mass	1848			W. A. Kilbourn	Unit.	3	1	2	50	30	20	5	6			7		
278	Leicester Academy*	Leicester, Mass	1784	1784		C. A. Wetmore		5	2	3	124	77	47							
279	Saint Patrick's Female Academy	Lowell, Mass		1852		Sister Désirée	R. C.	10		10	119		119							
280	Marblehead High School*	Marblehead, Mass		1849		W. W. Wilkins	Cong.	2	1	1	35	15	20							
281	High School	Medford, Mass		1835		C. Cummings		3	2	1	84	34	50	10		3			13	
282	Milton High School	Milton, Mass		1866		S. D. Hunt		2	1	1	44	20	24	3	3			1	8	
283	Monson Academy	Monson, Mass	1804	1806	26,000	Rev. C. Hammond, A. M		5	3	2	170	112	58	30	8	7				
284	Oakland Hall School*	Needham, Mass		1866		J. B. Clark	P. E.	3	2	1	27									
285	Friends' Academy	New Bedford, Mass	1812	1810		John Tetlow		4	2	2	72	39	33	21	8	1			2	
286	Brown High, and Putnam School	Newburyport, Mass	1839	1848	65,000	A. H. Thompson		8	3	5	297	127	170	12	4			3	38	
287	South Berkshire Institute	New Marlborough, Mass.	1856	1858		M. M. Tracy	Evan.	5	2	3	70	45	25	4	1					
288	North Bridgewater High School	North Bridgewater, Mass		1864		E. Parker, jr		3	1	2	107	47	60	3	1				19	
289	Sheffield High School*	Sheffield, Mass		1870		Anne E. Fitch		1		1	70		70							
290	Bristol Academy	Taunton, Mass	1792	1796	12,000	J. R. Reed, A. B		4	1	3	50	24	26							

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
291	Westminster High School and Academy.*	Westminster, Mass	....	....	.....	G. W. Bailey	.....	2	1	1	79	38	41	....	.....	.....	.....	.....
292	West Newton English and Classical School.	West Newton, Mass	1855	1854	.....	N. T. Allen	.....	13	8	5	101	76	25	10	12	4	3	15
293	Wesleyan Academy	Wilbraham, Mass	1823	1824	300,000	E. Cooke, D. D	M. E	15	10	5	506	338	168	50	25	14	4	10
294	Warren Academy*	Woburn, Mass	1827	1827	.....	W. A. Stone	Cong	3	1	2	75	50	25	....	.....	.....	.....	.....
295	Highland Military Academy	Worcester, Mass	....	1856	.....	C. B. Metcalf	.....	10	10	....	75	75	....	10	.....	4	4	
296	Worcester Academy	Worcester, Mass	1834	....	120,000	J. D. Smith	Bapt	6	2	4	150	110	40	25	6	5	.....	.....
297	Wrentham High School	Wrentham, Mass	....	1867	.....	W. H. Putnam	.....	1	1	....	43	26	17	3	1	.....	.....	.....
298	The Misses Clark's School	Ann Arbor, Mich	....	1839	.....	Miss M. H. Clark	.....	4	....	4	12	....	12	....	.....	.....	.....	.....
299	Saint Francis Xavier's Convent (*g*)	Barago, Mich	....	1866	.....	Mother M. Justine	R. C	....	....	....	50	....	50	....	.....	.....	.....	.....
300	Clarkston Union Graded School	Clarkston, Mich	....	1860	.....	E. A. Whitiram	.....	5	2	3	205	90	115	6	2	3	1	.....
301	Detroit High School	Detroit, Mich	....	1847	.....	I. M. Wellington	.....	7	3	4	256	70	186	30	15	5	3	25
302	Convent of the Sacred Heart (*g*)	Hancock, Mich	....	1861	.....	Mother M. Francis	R. C	3	....	....	100	....	100	....	.....	.....	.....	.....
303	Hope College	Holland City, Mich	1866	1863	.....	Philip Phelps, D. D	Dutch R	11	....	....	57	....	....	....	.....	.....	.....	.....
304	Saint Mary's Academy (*g*)	Monroe, Mich	....	1860	.....	Mother M. Clotilda	R. C	5	....	....	240	....	240	....	.....	.....	.....	.....
305	Conv. of Our Lady of La Salette (*g*)	Sault Ste. Marie, Mich	....	1860	.....	Sister M. de Chantal	R. C	3	....	....	80	....	80	....	.....	.....	.....	.....
306	Saint Croix Valley Seminary	Afton, Minn	1868	1868	.....	A. J. Lyon	.....	3	2	1	62	30	32	7	....	2	.....	.....
307	Caledonia Academy	Caledonia, Minn	....	....	.....		.....	2	....	....	29	....	....	....	.....	.....	.....	.....
308	Chatfield Graded School	Chatfield, Minn	....	....	.....	Levi Wright	.....	5	1	4	250	....	....	....	.....	.....	.....	.....
309	Shattuck School	Faribault, Minn	1860	1865	.....	Rev. J. Dobbin	P. E	7	6	1	82	82	....	15	....	2	4	1
310	St. Boniface's Academy (*e*)	Hastings, Minn	....	....	.....		R. C	6	....	....	29	....	....	....	.....	.....	.....	.....
311	Conv. of the Blessed Sacrament (*g*)	Hokah, Minn	....	1868	.....	Sister M. C. Borromeo	R. C	5	....	....	36	....	36	....	.....	.....	.....	.....
312	Academy of Saint Mary	Hokah, Minn	....	....	.....		R. C	3	....	....	60	....	....	....	.....	.....	.....	.....
313	German Catholic Seminary	Hokah, Minn	....	....	.....		R. C	8	....	....	118	44	74	....	.....	.....	.....	.....
314	Fair Lawn Institute*	Jackson, Minn	1871	1867	.....	Miss M. A. Moseley	.....	5	2	3	95	25	70	....	.....	.....	.....	.....
315	Macon Male School*	Macon, Minn	....	1871	.....	E. C. Simonds	.....	1	1	....	50	50	....	....	.....	.....	.....	.....
316	Select School*	Mankato, Minn	....	....	.....		.....	1	....	....	16	10	6	....	.....	.....	.....	.....
317	Sisters of Notre Dame*	Mankato, Minn	....	....	.....		R. C	3	....	....	240	110	130	....	.....	.....	.....	.....

318	Academy of the Sisters of St. Joseph.	Mendota, Minn					R. C	2			45										
319	Christ Church Parish School	Red Wing, Minn		1859		Matilda Rollit	P. E	2		2	64	30	34								
320	Red Wing Collegiate Institute	Red Wing, Minn						6			67										
321	German Catholic School *	Saint Paul, Minn					R. C	6			1,048	233	815								
322	School of the Assumption	Saint Paul, Minn					R. C	5			375										
323	Mrs. Brown's School *	Saint Paul, Minn					P. E	6			47	27	20								
324	Norwood Seminary	Saint Paul, Minn		1870		Mrs. W. J. Smith		8	3	5	90		90								
325	Saint Joseph's Academy *	Saint Paul, Minn					R. C	7			65		65								
326	Saint Paul Female Seminary *	Saint Paul, Minn					Presby	7			75		75								
327	Groveland Seminary *	Wasioga, Minn					Bapt	4			73		40	33							
328	Columbus Union Academy	Columbus, Miss		1868		J. F. Bascom	A. M. A	6	1	5	316	141	175								
329	Bethlehem Academy (g)	Holly Springs, Miss				Sister Adelaide	R. C	10			120		120								
330	Pontotoc Male Academy *	Pontotoc, Miss				Rev. J. D. West		4	4		55	55									
331	Female Seminary	Yazoo, Miss				Rev. I. W. Kerr		3	1	2	150		150								
332	High School *	Bolivar, Mo		1868		J. A. Race		3	1	2	161										
333	Saint Vincent's Academy (g)	Cape Girardeau, Mo		1839		Sister M. Catharine	R. C	12			125		125								
334	Cassville Institute *	Cassville, Mo		1870		A. S. White		2	1	1	23										
335	Saint Joseph's Academy (g)	Edina, Mo		1865		Sister Eleonora Clark	R. C	8			60		60								
336	Saint Joseph's Academy *	Hannibal, Mo		1864		Father O'Neil		5	2	3	120										
337	Van Rensselaer*	Hydeburgh, Mo				Rev. J. Greer					30										
338	Woodland School	Independence, Mo	1869	1869		A. E. Higgason	Chr	5	3	2	111	55	56								
339	Female Seminary *	Jefferson City, Mo		1862		Rev. O. Bulkley		5	2	3	84										
340	Institute of Holy Innocents *	Jefferson City, Mo		1863		Sister Clara		3			163										
341	Lincoln Institute	Jefferson City, Mo	1866	1866		M. H. Smith		4	3	1	117	56	61								
342	Christian Female Institute	Lexington, Mo	1872	1871		W. A. Buckner	Chr	8	4	4	77		77								2
343	Liberty High School *	Liberty, Mo		1868		G. Hughes		2	1	1	70										
344	Summit Institute *	Marshfield, Mo		1869		Hattie L. Noble		2	1	1	50										
345	Male and Female Academy *	New London, Mo		1860		J. H. Laughlin		4	2	2	120										
346	Male and Female Seminary *	Palmyra, Mo		1853		Rev. M. C. McIlhany		7	2	5	110										
347	Clinton County Institute	Plattsburgh, Mo	1856	1867		T. J. Williamson	Chr	3	2	1	75	35	40								
348	High School *	Pleasant Hope, Mo		1869				1	1		35										
349	Acad'y of St. Frances de Sales (g)	Saint Genevieve, Mo		1856		Sister M. Leonee	R. C	4			80		80								
350	James's Institute	Saint James, Mo				W. S. Dalrymple		3	1	2	35	20	15	6							
351	Academy of the Sacred Heart	Saint Louis, Mo	1827	1822		Mme. E. Tucker	R. C	7	3	4	90		15								4
352	Saint Louis High School	Saint Louis, Mo	1833	1853		H. H. Morgan		13	7	6	342	161	181								
353	Saint Patrick's Academy	Saint Louis, Mo	1855	1868		Brother Nicholas	R. C	13	13		258	258		21	18	18	10				
354	Shelby High School *	Shelbyville, Mo		1870		Rev. J. W. Adkisson		1	1		48										
355	Stewartsville Male and Female Seminary.	Stewartsville, Mo		1863		Rev. W. O. H. Perry		2	1	1	70	40	30	20	15	1					
356	Atkinson Academy	Atkinson, N. H	1787	1786	$6,000	B. H. Weston		1	1		73	40	33	4	2		2				
357	Bath Academy	Bath, N. H		1848		N. C. B. Haviland		1	1		44	14	30	4	2						
358	Stevens High School	Claremont, N. H		1868	50,000	A. J. Swain, A. M		4	2	2	101	31	70								
359	Concord High School	Concord, N. H		1850		J. D. Bartley		3	1	2	130	43	87	6		2					19
360	Contoocook Academy	Contoocookville, N. H	1856			Rev. C. Hardon	N. Ch'ch.	3	1	2	40	20	20								
361	Pinkerton Academy	Derry, N. H	1814	1815	20,000	G. T. Tuttle	Cong	2	1	1	37	22	15	9							5
362	Farmington High School	Farmington, N. H	1869	1869		E. J. Goodwin		2	1	1	47	17	30	3	1						8
363	Penacook Academy	Fisherville, N. H				E. C. Allen, A. M		3	2	1	67	34	33	1		2					9
364	Francestown Academy	Francestown, N. H		1800		G. W. Flint	Cong	2	1	1	44	20	24	4		3					
365	Gilmanton Academy	Gilmanton, N. H	1794	1796	15,000	R. E. Avery		4	1	3	35	20	15								
366	Lancaster Academy *	Lancaster, N. H	1823	1829		J. Smith		1	1		39	21	18								
367	Littleton Graded School	Littleton, N. H	1865	1868		J. J. Ladd, A. M		7	1	6	189	94	95	25	12		12				25

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
368	Manchester High School	Manchester, N. H	....	1846	.....	W. W. Colburn	.....	4	3	1	148	66	82	20	12	2	3	24
369	Kimball Union Academy	Meriden, N. H	1813	1815	45,000	Rev. L. A. Austin, M. A	Cong	9	5	4	140	91	49	42	10	12	.....	13
370	McCollom Institute*	Mount Vernon, N. H	1850	1849	.....	D. A. Anderson	Cong	3	1	2	54	32	22	....	....	.....	.....	.....
371	New Hampton Literary Institut'n	New Hampton, N. H	1853	1853	20,000	A. B. Meservey	F. W. B	9	5	4	563	322	241	....	....	.....	.....	.....
372	New Ipswich Appleton Academy*	New Ipswich, N. H	1789	1787	.....	E. W. Westgate	Cong	6	2	4	100	45	55	....	....	.....	.....	.....
373	New London Literary and Scientific Institute.	New London, N. H	1853	1853	.....	L. E. Warren	Bapt	10	5	5	140	80	60	50	....	6	.....	3
374	Blanchard Academy*	Pembroke, N. H	1818	1819	.....	W. M. Larvin	.....	2	1	1	32	14	18	....	....	.....	.....	.....
375	Peterborough High School	Peterborough, N. H	1871	1871	.....	T. P. Maryatt, A. B	.....	1	1	....	59	25	34	....	....	.....	.....	.....
376	Pittsfield Academy*	Pittsfield, N. H	....	....	.....	V. Lang	.....	2	1	1	50	25	25	....	....	.....	.....	.....
377	Raymond High School	Raymond, N. H	....	1866	.....	J. B. Clarke	Cong	1	1	....	58	30	28	2	....	.....	.....	.....
378	Saint Paul's School*	Saint Paul, N. H	1855	1856	.....	Rev. H. A. Coit, D. D	P. E	10	10	....	153	153	....	....	....	.....	.....	.....
379	New Hampshire Conference Seminary and Female College.	Tilton, N. H	1845	1845	10,000	Rev. J. B. Robinson, A. M.	M. E	9	4	5	301	146	155	63	5	6	.....	12
380	Wolfborough Christian Institute	Wolfborough, N. H	1857	1857	.....	J. W. Simonds	Chr	4	2	2	112	69	43	2	1	1	1	6
381	South Jersey Institute	Bridgeton, N. J	1855	1870	.....	H. K. Trask	Bapt	8	4	4	77	50	27	11	7	.....	.....	.....
382	Saint Mary's Hall	Burlington, N. J	1846	1837	.....	Rev. E. K. Smith, A. M	P. E	26	8	18	203	....	203	....	....	.....	.....	.....
383	Brainerd Institute	Cranbury, N. J	1865	1865	.....	W. S. McNair	.....	5	2	3	124	83	41	12	....	3	.....	30
384	Freehold Institute	Freehold, N. J	....	1844	.....	Rev. A. G. Chambers	.....	7	7	....	125	125	....	21	8	4	2	11
385	Peddie Institute	Hightstown, N. J	1865	....	.....	H. A. Pratt	Bapt	9	5	4	198	136	62	25	....	6	.....	8
386	Classical and Commercial High School.	Lawrenceville, N. J	....	1810	.....	S. M. Hamill	Presby	8	8	....	95	95	....	....	....	12	.....	4
387	Saint Elizabeth's Academy (*g*)	Madison, N. J	....	1860	.....	Mother M. Xavier	R. C	18	....	....	84	....	84	....	....	.....	.....	.....
388	Saint Joseph's School (*g*)	Madison, N. J	....	1862	.....	Mother M. Xavier	R. C	15	....	....	80	....	80	....	....	.....	.....	.....
389	Glenwood Institute	Matawan, N. J	1860	1860	.....	J. H. Hamilton	.....	6	2	4	50	....	....	....	....	.....	.....	.....
390	Neshanic Institute	Neshanic, N. J	....	1870	.....	Rev. P. D. Okey	.....	3	3	....	31	31	....	6	....	1	.....	.....
391	Collegiate Institute	Newtown, N. J	1850	1848	.....	C. L. Teel	.....	4	3	1	60	30	30	12	4	2	3	4
392	Tyng Seminary	Orange, N. J	....	1846	.....	C. O. Herdsman	.....	5	5	....	12	12	....	4	3	3	2	4
393	Trenton Academy	Trenton, N. J	1785	1781	.....	G. S. Grosvenor	.....	3	2	1	100	100	....	....	....	.....	.....	.....
394	Convent of our Lady of Light	Santa Fé, N. Mex	....	1852	.....	Mother M. Magdalen	R. C	10	....	10	120	....	120	....	....	.....	.....	.....

395	Hungerford Collegiate Institute †.	Adams, N. Y.	1864	1864	8,000	A. B. Watkins		12	7	5	258	143	115	20	6	6	2	10
396	Addison Academy and Union School. †	Addison, N. Y.				Theo. F. Welch, A. B		7	1	6	178							
397	Albany Academy for Boys	Albany, N. Y.	1813	1813		M. E. Gates		10	6	4	194	194		45	20	3		5
398	Albany Female Academy †	Albany, N. Y.				Miss Louisa Ostrom												
399	Christian Brothers' Academy †	Albany, N. Y.				Brother Hugh												
400	Albion Academy † ‡	Albion, N. Y.				Oliver Morehouse, A. M.		4	2	2	172							
491	Phipps Union Seminary †	Albion, N. Y.				Mrs. Carolino P. Achilles		6		6	115							
402	Alfred University, Academic Department. † ‡	Alfred, N. Y.				Jonathan Allen, A. M		10	6	4	334							
403	Saint Elizabeth's Convent (*g*)	Allegany, N. Y.		1864		Mother M. Teresa	R. C.	9			50		50					
404	Amenia Seminary	Amenia, N. Y.	1835	1834		S. F. Frost	Meth.	10	5	5	203	120	83	10	5	3	2	2
405	Ames Academy †	Ames, N. Y.				A. B. Millor												
406	Amsterdam Academy	Amsterdam, N. Y.	1839	1865		C. C. Wetsell		8	2	6	131	72	59	20		3		8
407	Black River Conference Seminary. † ‡	Antwerp, N. Y.				Rev. E. C. Bruce, A. M		6	3	3	164							
408	Arcade Academy †	Arcade, N. Y.				D. N. Burke, A. B		3	1	2	67							
409	Argyle Academy †	Argyle, N. Y.				And'w J. McNaught, A.B		2	2		86							
410	Attica Union School † ‡	Attica, N. Y.				Thomas B. Lovell, A. M		5	1	4	115							
411	Auburn Academic High School ‡	Auburn, N. Y.	1866	1866		J. E. Myer, A. M		4	2	2	109	31	78	20		4		9
412	Augusta Academy	Augusta, N. Y.	1833	1833		H. M. Hawley, secretary		2	1	1	35	15	20	8		3	9	
413	Cayuga Lake Academy	Aurora, N. Y.	1801	1798		C. Kelsey, A. M		4	1	3	57	27	30	5	6	1		
414	Baldwinsville Free Academy	Baldwinsville, N. Y.	1864	1864		A. E. Lashor		4	1	3	176	76	100	10	20	4	3	5
415	Batavia Union School	Batavia, N. Y.	1862	1862		Gardner Fuller	P. E.	4	2	2	125	65	60					
416	Haverling Union School †	Bath, N. Y.				E. H. Latimer, A. M		5	1	4	139							
417	Genesee Valley Seminary †	Belfast, N. Y.				R. A. Waterbury, A. B		12	4	8	150							
418	Union Academy of Belleville ‡	Belleville, N. Y.	1826	1826		W. W. Grant		6	5	1	62	30	32	3				1
419	Binghamton Academy †	Binghamton, N. Y.				George Jackson, A. M		5	2	3	150							
420	Brookfield Academy †	Brookfield, N. Y.				Julius C. Babcock		1		1	58							
421	Academy of Visitation	Brooklyn, N. Y.		1855		Mother M. Liguori	R. C.	12			130		130					
422	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y.				David H. Cochran, Ph. D., LL. D.		27	25	2	562							
423	Saint Mary's Academy	Brooklyn, N. Y.	1855	1856		Sister M. Cecilia	R. C.	9		9	500		500					20
424	Buffalo Central School	Buffalo, N. Y.	1862	1852		R. T. Spencer		13	6	7	315	110	205	10	6	6	3	20
425	Saint Joseph's Academy (*g*)	Buffalo, N. Y.		1858		Sister Mary Agnes	R. C.	4			160		160					
426	Cambridge Washington Academy.	Cambridge, N. Y.	1815			Amelia Merriam		6	1	5	158	71	87	1		1		
427	Canandaigua Academy †	Canandaigua, N. Y.	1795	1795	15,000	N. T. Clarke, A. M.		6	6		180	180		45	15	4	3	
428	Canton Academy and Union School. †	Canton, N. Y.				John S. Miller, A. B		7	1	6	240							
429	Catskill Free Academy	Catskill, N. Y.	1867	1867		W. P. McLaury		2	1	1	60	23	37	9				
430	Central New York Conference Seminary. ‡	Cazenovia, N. Y.	1825	1818		Rev. W. S. Smytho, A. M.	M. E.	16	10	6	595	374	221	74	21	18	3	32
431	Champlain Academy † ‡	Champlain, N. Y.				S. H. Foster, A. B		2	1	1	61							
432	New York Conference Seminary and Collegiate Institute. ‡	Charlotteville, N. Y.	1851	1851		Rev. S. Sias		7	4	3	190	100	90	10		2		15
433	Yates Polytechnic Institute ‡	Chittenango, N. Y.	1853	1853		H. E. Barrett		3	1	2	12	5	7	2	1			
434	Cincinnatus Academy † ‡	Cincinnatus, N. Y.				George A. Haven		3	1	2	50							
435	Clarence Classical Union School † ‡	Clarence, N. Y.				H. C. De Groat		2	1	1	137							
436	Claverack Academy and Hudson River Institute.	Claverack, N. Y.	1854	1777		Rev. A. Flack, A. M		26	11	15	255	174	81	102	10	19		16
437	Clinton Liberal Institute	Clinton, N. Y.	1832	1832	40,000	A. G. Lewis	Univer.	14	4	10	200	120	80	10		4		7
438	Clinton Grammar School †	Clinton, N. Y.				J. C. Gallup, A. M., M. D		8	1	7	80							

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
439	Houghton Seminary	Clinton, N. Y.	1861	1861	.....	J. C. Gallup	Presby.	9	2	7	86	....	86	...	.....	.....	.....	.....
440	Rural High School	Clinton, N. Y.	1815	1816	.....	A. P. Kelsey, A. M	Presby.	4	2	2	46	46	....	11	....	3	2	7
441	Corning Free Academy †	Corning, N. Y	....	....	.....	Henry A. Balcam, A. M.	.....	3	1	2	107	....	....	....	....	.....	.....	.....
442	Candor Free Academy †‡	Candor, N. Y	....	....	.....	Lemuel D. Vose	.....	4	1	3	210	....	....	....	....	.....	.....	.....
443	Canastota Union School †	Canastota, N. Y	....	....	.....	Aaron White, A. M.	.....	6	2	4	206	....	....	....	....	.....	.....	.....
444	Dansville Seminary †	Dansville, N. Y.	....	....	.....	Albert R. Lewis, A. B.	.....	.....	.....	....	116	....	....	....	....	.....	.....	.....
445	Delaware Academy †‡	Delhi, N. Y.	....	....	.....	William Wright, A. B.	.....	4	2	2	146	....	....	....	....	.....	.....	.....
446	Deposit Academy †‡	Deposit, N. Y.	....	....	.....	R. L. Thatcher, A. M	.....	4	1	3	106	....	....	....	....	.....	.....	.....
447	De Ruyter Institute‡	De Ruyter, N. Y.	1846	1846	10,000	Rev. L. E. Livermore, A. M	Baptist.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
448	Aurora Academy ‡	East Aurora, N. Y.	1832	1833	.....	C. W. Merritt, A. M	.....	5	3	2	262	132	130	4	....	4	.....	15
449	East Bloomfield Seminary †	East Bloomfield, N. Y.	....	....	.....	E. W. Plumlee, D. D.	.....	4	1	3	92	....	....	....	....	.....	.....	.....
450	Marshall Seminary †	Easton, N. Y	....	....	.....	Thomas D. Smedley	.....	2	....	2	138	....	....	....	....	.....	.....	.....
451	Rural Seminary ‡	East Pembroke, N. Y.	1857	1857	.....	Joseph D. Fisher, A. B	Presby.	3	2	1	64	42	22	3	....	1	.....	.....
452	Starkey Seminary †	Eddytown, N. Y.	....	....	.....	O. F. Ingalsbe, A. M.	.....	6	2	4	210	....	....	....	....	.....	.....	.....
453	Munro Collegiate Institute ‡	Elbridge, N. Y.	1839	1839	40,000	T. K. Wright, A. M	.....	4	2	2	162	98	64	5	1	3	.....	.....
454	Union Free School and Academy ‡	Elizabethtown, N. Y.	1866	1866	.....	J. W. Chandler	.....	4	1	3	186	100	86	....	....	.....	.....	.....
455	Elmira Free Academy †	Elmira, N. Y	....	....	.....	J. Norman Steele, Ph. D	.....	5	2	3	128	....	....	....	....	.....	.....	.....
456	Fairfield Academy †	Fairfield, N. Y.	....	....	.....	W. A. Brownell, A. M	.....	8	4	4	218	....	....	....	....	.....	.....	.....
457	Fairfield Seminary	Fairfield, N. Y.	....	1803	.....	W. H. Reese	.....	10	5	5	65	40	25	15	....	.....	.....	.....
458	Erasmus Hall Academy †	Flatbush, N. Y	....	....	.....	Rev. Eli T. Mack, A. M.	.....	9	6	3	121	....	....	....	....	.....	.....	.....
459	S. S. Seward Institute †‡	Florida, N. Y.	....	....	.....	Thomas G. Schriver, A. M	.....	4	....	4	59	....	....	....	....	.....	.....	.....
460	Flushing Institute	Flushing, N. Y	....	....	.....	E. A. Fairchild	.....	7	7	....	104	104	....	....	....	.....	3	.....
461	Saint Joseph's Academy (g)	Flushing, N. Y.	....	1860	.....	Mother Mary Teresa	R. C.	15	....	....	95	....	95	....	....	.....	.....	.....
462	Saint Joseph's Academy (g)	Fordham, N. Y	....	1869	.....	Madame Boucher	R. C.	4	....	....	21	....	21	....	....	.....	.....	.....
463	Forestville Free Academy ‡	Forestville, N. Y	1867	1867	.....	L. D. Miller, A. M	.....	6	2	4	208	101	107	18	....	3	.....	6
464	Fort Covington Academy †‡	Fort Covington, N. Y.	....	....	.....	W. H. Winchester, A. B	.....	1	1	....	87	....	....	....	....	.....	.....	.....
465	Fort Covington Union Free School	Fort Covington, N. Y.	1831	....	.....	J. W. White	.....	3	1	2	120	45	75	3	....	.....	.....	.....
466	Fort Edward Collegiate Institute‡	Fort Edward, N. Y.	1854	1854	.....	J. E. King, D. D., Ph. D	.....	15	10	5	420	279	141	30	15	12	6	17
467	Fort Plain Seminary and Female Collegiate Institute. †‡	Fort Plain, N. Y.	....	....	.....	Rev. Benjamin I. Diefendorf, A. M.	.....	3	2	1	38	....	....	....	....	.....	.....	.....

468	Delaware Literary Institute †	Franklin, N. Y	1836	1836		G. W. Briggs, A. M		7	4	3	251	164	87	34	6	5	1	9
469	Ten Broeck Free Academy †	Franklinville, N. Y	1862	1867	80, 000	W. M. Benson, A. M		9	4	5	313	145	168	10		5		6
470	Friendship Academy † ‡	Friendship, N. Y				W. H. Pitt, A. M		3	2	1	212							
471	Falley Seminary ‡	Fulton, N. Y	1857	1850		Rev. James Gilmour, A. M	Presby	5	2	3	82	40	42	4	3	1	2	6
472	Geneseo Academy	Geneseo, N. Y	1827	1829	10, 000	Rev. J. Jones, D. D	Presby	4	2	2	59	43	16	8		1		3
473	Geneva Classical and Union School. † ‡	Geneva, N. Y				W. H. Vrooman, A. M		16	3	13	361							
474	Gilbertsville Academy ‡	Gilbertsville, N. Y	1841	1839	2, 500	Abel Wood, A. M	Cong	3	2	1	82	48	34	6				
475	Glen's Falls Academy † ‡	Glen's Falls, N. Y				A. B. Abbott, A. M		10	4	6	308							
476	Gouverneur Wesleyan Seminary ‡	Gouverneur, N. Y			20, 000	M. H. Fetts, A. B								12		2		
477	Greenville Academy †	Greenville, N. Y				Philetus Phillips, A. M		1	1		79							
478	Greenwich Union Free School	Greenwich, N. Y	1869	1869		C. J. Doughty	Unsect	6	1	5	250	120	130	4	2			
479	Groton Academy † ‡	Groton, N. Y				Marvin M. Baldwin, A. M		5	2	3	131							
480	Gloversville Union School †	Gloversville, N. Y				Henry A. Pratt, A. B		2	1	1	51							
481	Half Moon Academy † ‡	Half Moon, N. Y				Martin L. Ferris		3	1	2	68							
482	Hamburg Union School and Academy.	Hamburg, N. Y	1864	1870		C. W. Richards		4	1	3	320	180	140			1		
483	Grammar School of Madison University.	Hamilton, N. Y	1853	1832		J. M. Taylor, A. M	Baptist	4	4		47	47		45	2	16		
484	Hartwick Seminary	Hartwick, N. Y	1816	1816	40, 000	Rev. J. Pitcher	Luth	5	4	1	70	42	28					
485	Hastings Commercial and Collegiate Institute.	Hastings-on-Hudson, N. Y.		1869		O. W. Starr	P. E	2	1	1	21	18	3	1	1			
486	Haverstraw Mountain Institute	Haverstraw, N. Y		1853		Lavalette Wilson		2	1	1	52	44	8					
487	Holley Union School and Academy. † ‡	Holley, N. Y				Abel Stilson		4	1	3	78							
488	Cortland Academy ‡	Homer, N. Y	1819	1819		G. B. Manley		5	2	3	204	104	100	2		3		4
489	Hoosick Falls Union School †	Hoosick Falls, N. Y				J. K. Hull, A. B		2	1	1	131							
490	Hudson Academy † ‡	Hudson, N. Y				Rev. Abraham Mattice, A. M.		7	4	3	143							
491	Huntington Union School †	Huntington, N. Y				Charles G. Holyoke, A. B		4	2	2	67							
492	Ithaca Academy † ‡	Ithaca, N. Y				Wesley C. Ginn, A. M		10	3	7	356							
493	Union Hall Female Seminary	Jamaica, N. Y	1792	1792		Mrs. James A. Fleury	Reform'd	4		4	59	5	54					
494	Jamestown Union School and Collegiate Institute. ‡	Jamestown, N. Y	1863	1865		S. G. Love, A. M		9	3	6	258	127	131	7		1		10
495	Johnstown Union School †	Johnstown, N. Y				George T. Chace, A. B		1	1		52							
496	Jordan Academy †	Jordan, N. Y				Ezra B. Fancher, A. B		3	1	2	133							
497	Keeseville Union Free School ‡	Keeseville, N. Y		1870		E. F. Bullard, A. M		9	1	8	450	200	250	6		1		
498	Kingston Academy	Kingston, N. Y	1795	1774		Charles Curtis, A. M	Dutch R	3	2	1	61	24	37	20	14	8	6	14
499	Lansingburgh Academy ‡ †	Lansingburgh, N. Y				Mrs. Emma O'Donnell		5		5	85							
500	Lawrenceville Academy ‡	Lawrenceville, N. Y	1861	1861		Fitzjames Hill	P. E	3	1	2	58	32	26	2		1		
501	Le Roy Academic Institute	Le Roy, N. Y	1864	1864	40, 000	E. H. Fassell		8	4	4	300	182	118	12	6	3	1	
502	Liberty Normal Institute ‡ †	Liberty, N. Y				M. B. Hall		4	2	2	68							
503	Genesee Wesleyan Seminary ‡	Lima, N. Y	1833	1832		Rev. H. F. Fisk, A. M	M. E	12	6	6	221	105	116	30	10	10		25
504	Academy at Little Falls ‡	Little Falls, N. Y	1844	1839		W. F. Bridge		2	1	1	100	60	40	3				
505	Lockport Union School ‡	Lockport, N. Y	1850	1848		A. B. Evans, A. M		8	3	5	325	158	167	21	6	3		2
506	Lowville Academy ‡	Lowville, N. Y	1808		45, 000	G. C. Waterman		4	2	2	77	39	38	5				4
507	Lyons Union School	Lyons, N. Y	1846	1846		E. A. Kingsley		14	3	11	588	229	359	10		1		6
508	Macedon Academy ‡ †	Macedon Center, N. Y				George C. Andrews		2	1	1	61							
509	Franklin Academy †	Malone, N. Y				W. S. Aumock, A. M		3	1	2	100							
510	Marion Collegiate Institute ‡	Marion, N. Y	1855	1855		W. T. Mills		2	1	1	157	80	77					1
511	Mayville Union School †	Mayville, N. Y				Thomas J. Pratt		6	1	5	114							
512	McGrawville Union School ‡ †	McGrawville, N. Y				R. A. Williams		3	1	2	95							

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
513	Mechanicville Academy	Mechanicville, N. Y.	1861	1861	.....	Rev. B. D. Ames, A. M.	.....	7	2	5	184	91	93	12	....	.....	.....	.....
514	Medina Free Academy‡	Medina, N. Y	1850	1850	.....	M. H. Paddock, A. M.	.....	3	1	2	100	50	50	12	....	.....	.....	3
515	Mexico Academy†	Mexico, N. Y	1826	1828	463	S. M. Coon	.....	5	2	3	120	60	60	4	3	2	.....	4
516	Wallkill Acad. and Union Free Sc'l	Middletown, N. Y	1867	....	.....	H. Warren, A. M.	.....	20	2	18	1,466	708	758	10	....	5	.....	20
517	Montgomery Academy†	Montgomery, N. Y	....	....	.....	Miles Beardsley, A. B.	.....	4	2	2	71	....	....	....	....	....	.....	.....
518	Monticello Academy†‡	Monticello, N. Y	....	....	.....	F. G. Snook	.....	7	3	4	219	....	....	....	....	....	.....	.....
519	Moravia Union School and Acad.†,	Moravia, N. Y	....	....	.....	Hosea Curtice	.....	2	1	1	170	....	....	....	....	....	.....	.....
520	Mt. Morris Union Sc'l and Acad.‡†.	Mount Morris, N. Y	....	....	.....	William P. Heston, A. B.	.....	3	1	2	115	....	....	....	....	....	.....	.....
521	Martin Institute‡†	Martinsburgh, N. Y	....	....	.....	Henry P. Mott	.....	4	3	1	70	....	....	....	....	....	.....	.....
522	Massena Union School†	Massena, N. Y	....	....	.....	T. A. Kinney, A. M.	.....	1	1	....	53	....	....	....	....	....	.....	.....
523	Naples Academy‡†	Naples, N. Y	....	....	.....	L. G. Thrall	.....	5	1	4	100	....	....	....	....	....	.....	.....
524	Nassau Academy‡	Nassau, N. Y	....	....	.....	A. B. Wiggin, A. M.	.....	4	1	3	87	47	40	7	1	.....	.....	.....
525	Newark Union School and Acad.‡.	Newark, N. Y	....	1857	.....	O. B. Seagrave	.....	6	3	3	165	80	85	20	7	2	1	3
526	New Berlin Academy‡	New Berlin, N. Y	1843	1842	.....	J. M. Sprague, A. B.	.....	5	1	4	134	54	80	5	3	.....	2	2
527	Newburgh Ins. & Fam. Sc. for Boys	Newburgh, N. Y	....	1863	.....	H. W. Sigler, A. B.	Pres	5	5	43	43	....	15	3	....	.....	.....	5
528	New Paltz Academy†	New Paltz, N. Y	....	....	.....	Dr. H. M. Bauscher, A. B.	.....	3	2	1	63	....	....	....	....	....	.....	.....
529	Academy of the Visitation (*g*)	New Utrecht, N. Y	1869	1864	.....	Mother M. Clotilda Smith	R. C.	12	....	12	40	....	40	....	....	.....	.....	.....
530	Academy of the Holy Cross	New York, N. Y	....	1858	.....	Sister M. B. Tingg	R. C.	11	1	10	150	....	150	....	....	.....	.....	5
531	Anthon Grammar School	....do	....	1854	.....	George C. Anthon, A. M.	.....	12	12	....	160	160	....	....	....	4	.....	.....
532	Columbia Grammar School	....do	....	1763	.....	R. S. Bacon and B. H. Campbell.	.....	14	13	1	140	140	....	50	8	10	2	5
533	Manhattan Academy	....do	....	1864	.....	B. Bertram	R. C.	13	13	....	223	223	....	16	16	5	1	4
534	Murray Hill Institute	....do	....	1864	.....	J. D. Hall	Cong.	5	4	1	40	40	....	....	....	....	.....	.....
535	Saint Vincent's Industrial School	....do	....	1856	.....	Sister M. Beata	R. C.	4	....	....	160	....	160	....	....	....	.....	.....
536	University Grammar School	....do	....	1837	.....	M. M. Hobby and C. A. Northrop.	.....	9	9	....	81	81	....	8	1	.....	.....	.....
537	Ladies Seminary	North Granville, N. Y	1854	1855	.....	W. W. Dowd, jr., A. M.	Pres	10	3	7	100	....	100	....	....	.....	.....	.....
538	Norwich Academy‡	Norwich, N. Y	1862	1854	.....	H. L. Ward	.....	6	3	3	269	113	156	6	....	2	.....	.....
539	Nunda Academy	Nunda, N. Y	1868	1865	.....	W. H. Truesdale	.....	4	1	3	100	40	60	3	....	1	.....	4

540	Cary Collegiate Seminary†	Oakfield, N. Y	1845	1845	20,000	Rev. J. R. Coe	P. E	7	2	5	164	95	69	14	1			1
541	Ogdensburgh Educat'al Institute†	Ogdensburgh, N. Y				C. E. Hawkins, A. M		3	1	2	149							
542	Oneida Seminary†‡	Oneida, N. Y				Rev. J. D. Houghton, A. M		5	2	3	144							
543	Onondaga Academy†	Onondaga, N. Y	1813	1812	1,600	O. W. Sturdevant		5	1	4	129	60	69					
544	Oswego High School†	Oswego, N. Y				E. J. Hamilton, Ph. D		5	2	3	142							
545	Sisters of Saint Ann (g)	do		1867		Sister M. Eulalie	R. C	6			175		175					
546	Owego Free Academy†‡	Owego, N. Y				J. Tenney, A. M		3	2	1	171							
547	East Genesee Conference Semin'y†	Ovid, N. Y				C. W. Winchester, A. M		5	1	4	93							
548	Oxford Academy†	Oxford, N. Y	1794	1793	11,500	C. W. Brown	P. E	6	2	4	131	63	68	3	1	3		1
549	Palmyra Classical Union School‡†	Palmyra, N. Y				C. M. Hutchins, A. M		5	1	4	375							
550	Peekskill Academy†	Peekskill, N. Y				Albert Wells, A. M		6	6		61							
551	Penn Yan Academy‡	Penn Yan, N. Y	1857	1857		B. Lewis		4	2	2	200	109	91	34				
552	Perry Academy‡†	Perry, N. Y				Rev. E. Wildman, A. M		5	1	4	150							
553	Evans Academy	Peterborough, N. Y	1853		15,000	E. R. Payson		2	1	1	50	20	30					
554	Phelps Union and Classical School	Phelps, N. Y	1855	1857		H. C. Kirk, A. B		9	2	7	424	216	208	8				4
555	Pike Seminary‡	Pike, N. Y	1856	1857	9,000	W. P. Morgan	F. W. B	6	3	3	250	150	100	12	5			
556	Plattsburgh Academy	Plattsburgh, N. Y	1828	1829		Oscar Atwood		4	2	2	51	25	26	12	13	2	3	6
557	Pompey Academy†	Pompey, N. Y				W. H. Avery, A. B		2	2		48							
558	Port Byron Free Sc'l and Acad'y‡	Port Byron, N. Y	1857	1858		D. D. Van Allen, A. M		6	1	5	83	36	47	6		1		
559	Port Jervis Union School†	Port Jervis, N. Y				A. B. Wilbur, A. M		1	1		20							
560	Pelham Institute	Poughkeepsie, N. Y		1866		Stewart Pelham	Reform'd	4	2	2	60	60						
561	Riverview Military Academy	do		1863		Otis Bisbee		8	7	1	94	94		12				
562	Franklin Acad. & Union Free Sc'l‡	Prattsburgh, N. Y	1824	1824		A. J. Osborn		7	6	1	300	137	163	8		3		
563	Pulaski Academy‡	Pulaski, N. Y	1854	1853		Sebastian Duffy, A. M		6	2	4	140	58	82	10	1	3		
564	Chamberlain Institute‡	Randolph, N. Y	1846	1846	45,000	Rev. J. T. Edwards	Meth	11	6	5	290	165	125	20	5	6		5
565	Red Creek Union Seminary‡	Red Creek, N. Y	1839			Alden Allen		3	1	2	122	70	52					
566	Convent and Academy of Nazareth	Rochester, N. Y		1871		Sister M. Stanislaus	R. C	6		6	80		80					
567	Rochester Female Academy†	do				Mrs. Sarah J. Nichols		7		7	69							
568	Rochester Free Academy	do	1862	1858		Rev. N. W. Benediet	Bapt	8	4	4	194	66	128	50				
569	Rogersville Un'n Sem. & Coll. Ins.‡	Rogersville, N. Y	1851	1850	10,000	N. R. Hill		7	3	4	130	60	70	18	7	12	5	11
570	Rome Academy†‡	Rome, N. Y				George H. Barton, A. B		5	1	4	105							
571	Rushville Union School†	Rushville, N. Y				J. R. Gordon, A. B		4	1	3	233							
572	Sandy Hill Union School‡†	Sandy Hill, N. Y				William McLaren, A. M		11	1	10	118							
573	Washington Academy†	Salem, N. Y				J. A. McFar'and		5	1	4	206							
574	Academic Dep't Union School	Saratoga, N. Y	1867	1867		L. L. Packard		4	2	2	190	90	100					
575	Sanquoit Academy†	Sanquoit, N. Y				L. P. Bissell, A. B		3	1	2	98							
576	Schenectady Union School†	Schenectady, N. Y				Samuel B. Howe, A. M		6	3	3	125							
577	Schoharie Academy‡†	Schoharie, N. Y				O. C. Sikes, A. B		4	1	3	67							
578	Seneca Falls High School	Seneca Falls, N. Y		1867		F. D. Hodgson, A. M		4	1	3	150	50	100					
579	Sherburne Union School †	Sherburne, N. Y				Louis Dembinski, A. M		2	1	1	64							
580	Holbrook Military School	Sing Sing, N. Y				D. A. Holbrook		4	4		61	61		10	4	2	2	
581	Mount Pleasant Academy†	Sing Sing, N. Y				W. W. Benjamin		6			86							
582	Saint John's School	Sing Sing, N. Y		1869		Rev. J. B. Gibson	P. E	9	9		58	58		21		1	1	
583	Skaneateles Union School and Academy. ‡	Skaneateles, N. Y		1866		Rev. W. C. Bowen, M. A		4	2	2	149	63	86	2				
584	Sodus Academy † ‡	Sodus, N. Y				Elisha Curtiss, A. B		4	1	3	209							
585	Hartford Academy †	South Hartford, N. Y				H. W. Hunt, A. B		1	1		52							
586	Griffith Institute ‡	Springville, N. Y	1846	1844	20,000	L. L. Rogers, A. M	M. E	6	3	3	247	115	132	16	28	120		
587	Syracuse High School ‡	Syracuse, N. Y				Samuel Thurber		10	5	5	180	65	115	25				
588	Christian Brothers Academy	Troy, N. Y		1850		Brother Josiah	R. C	11	11		245	245				4		20
589	Troy Academy †	Troy, N. Y				T. Newton Willson, A. M		5	4	1	137							
590	Troy Female Seminary†	Troy, N. Y				Mrs. Sarah L. Willard		21	6	15	272							

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
591	Troy High School	Troy, N. Y	....	1854	.....	David Beattie	.....	6	4	2	97	31	66	4	10	.....	.....	10
592	Trumansburgh Academy † ‡	Trumansburgh, N. Y	....	.....	.....	Orlo Horton	.....	3	2	1	86	....	....	....	....	.....	.....	.....
593	Friends' Academy †	Union Springs, N. Y	....	.....	.....	John Cook, jr	.....	6	3	3	118	....	....	....	....	.....	.....	.....
594	Utica Academy	Utica, N. Y	1814	1815	.....	G. C. Sawyer, A. M	.....	9	6	3	114	50	64	9	....	2	2	26
595	Vernon Academy †	Vernon, N. Y	....	.....	.....	Mary A. Sullivan	.....	1	....	1	86	....	....	....	....	.....	.....	.....
596	Walton Academy and Union School.	Walton, N. Y	1854	....	$10,000	Strong Comstock	.....	4	1	3	60	30	30	4	....	3	.....	.....
597	Warrensburgh Academy ‡	Warrensburgh, N. Y	1860	1853	.....	L. L. Lawrence, A. B	.....	3	1	2	90	40	50	2	5	.....	.....	.....
598	Warsaw Union School †	Warsaw, N. Y	....	.....	.....	F. C. Selden	.....	6	3	3	186	....	....	....	....	.....	.....	.....
599	Warwick Institute	Warwick, N. Y	1854	1852	.....	N. H. Dumond	.....	2	1	1	41	15	26	....	....	.....	.....	.....
600	Waterloo Union School †	Waterloo, N. Y	....	....	.....	James S. Boughton	.....	10	2	8	119	....	....	....	....	.....	.....	.....
601	Watertown High School †	Watertown, N. Y	....	....	.....	Hamilton Smith, A. M., LL.B.	.....	4	2	2	164	....	....	....	....	.....	.....	.....
602	Watkins Academy and Union School.	Watkins, N. Y	1863	1863	.....	J. L. Maek	.....	9	1	8	500	250	250	....	....	4	.....	.....
603	Waverly Institute † ‡	Waverly, N. Y	....	....	.....	Paul Roulet	.....	2	1	1	....	....	....	....	....	.....	.....	.....
604	Webster Academy †	Webster, N. Y	....	....	.....	Erastus F. Maine	.....	4	1	3	68	....	....	....	....	.....	.....	.....
605	Westfield Academy and Union School. ‡	Westfield, N. Y	1836	1837	.....	J. S. Fosdick	.....	13	4	9	75	43	32	31	....	1	.....	5
606	West Hebron Union Free School.	West Hebron, N. Y	1855	....	.....	J. C. Gray	.....	2	1	1	78	29	49	2	....	.....	.....	.....
607	Westport Union Free School	Westport, N. Y	1866	1866	.....	L. B. Newell, A. B	.....	4	1	3	163	78	85	6	1	.....	.....	2
608	West Winfield Academy † ‡	West Winfield, N. Y	....	....	.....	A. K. Goodier	.....	5	2	3	194	....	....	....	....	.....	.....	.....
609	Alexander Military Institute	White Plains, N. Y	....	1845	.....	O. R. Willis	Pres	5	5	....	50	50	....	5	....	2	.....	.....
610	Whitestown Seminary	Whitestown, N. Y	1844	....	.....	J. S. Gardner, Ph. D	.....	12	4	8	465	318	147	25	10	8	3	41
611	Whitney's Point Union School and Academy. ‡	Whitney's Point, N. Y	1867	1867	.....	T. H. Roberts	Bapt	5	1	4	191	90	101	10	....	.....	.....	.....
612	Wilson Union School ‡	Wilson, N. Y	....	....	.....	F. A. Greene	.....	8	1	7	180	67	113	....	1	.....	.....	.....
613	Windsor Academy † ‡	Windsor, N. Y	....	....	.....	Hiram L. Ward, A. M	.....	4	2	2	....	....	....	....	....	.....	.....	.....
614	Leavenworth Institute	Wolcott, N. Y	....	....	15,000	A. M. Baldwin	.....	5	1	4	147	68	79	5	....	.....	.....	.....
615	Woodhull Academy ‡	Woodhull, N. Y	....	....	.....	M. M. Baldwin, A. M	.....	5	2	3	140	60	80	2	....	.....	.....	.....

616	Middleburgh Academy †	Wyoming, N. Y				Irving B. Smith, A. B		5	3	2	146								
617	Waterford Union School † ‡	Waterford, N. Y				Andrew J. Robb, A. B		3	1	2	112								
618	Yates Academy † ‡	Yates, N. Y				F. A. Greene, A. B		3	1	2	120								
619	Belvidere Academy	Belvidere, N. C		1836		W. A. Symmes	Friends	3	1	2	75	40	35	20					
620	Cary High School *	Cary, N. C				A. H. Merritt, A. M		3	1	2	43	21	22						
621	East Bend Male Academy *	East Bend, N. C		1867		Rev. M. Baldwin, A. B		2	1	1	50	40	10						
622	Hicksville Academy *	Hayesville, N. C		1857		J. O. Hicks		2	1	1	165	89	76						
623	Kernersville High School *	Kernersville, N. C	1860	1860		Prof. J. S. Ray		3	1	2	60	31	29						
624	Bingham School	Mebanesville, N. C	1864	1800		William Bingham		4	4		91	91							
625	Mount Airy High School	Mount Airy, N. C				J. W. Reid and J. F. Hutman.		2	2		37	37		12					
626	New Berne Academy	New Berne, N. C	1766			George W. Neal		4	2	2	313	176	137						
627	New Garden Boarding School	New Garden, N. C		1837	7,000	G. N. Hartley, A. B	Friends	4	2	2	82	47	35						
628	Wentworth Male Academy *	Wentworth, N. C				J. W. Reid, A. B		1	1		30	30							
629	Williston School	Wilmington, N. C		1865		Ella E. Roper		7		7	300	167	133						
630	Yadkinville School	Yadkinville, N. C		1865		J. D. Johnson		2	1	1	45	25	20						
631	Grand River Academy	Austinburgh, Ohio	1836			J. Tuckerman		5	2	3	252	131	121	20		2			8
632	Bloomingburgh Academy *	Bloomingburgh, Ohio	1864	1864		A. F. Cate		4	2	2	74	32	42						
633	Central College Academy	Central College, Ohio	1842	1844	10,000	J. H. Wilson, A. M	Pres	4	2	2	40	20	20	2	1				
634	Cheshire Academy	Cheshire		1859			F. W. B.	2	1	1	60	30	30						
635	Chickering Classical and Scientific Institute.	Cincinnati, Ohio		1855		J. B. Chickering		13	10	3	201	201		35	50	5	3	3	
636	Curran and Kuhn's Boys' Academy *	Cincinnati, Ohio		1856		U. T. Curran		5	4	1	40	40							
637	Hughes High School	Cincinnati, Ohio		1852	5,000	J. L. Thornton		12	6	6	425	179	246	40		3	2	30	
638	Literary Institute of the Sisters of Notre Dame.	Cincinnati, Ohio		1840		Sister Louise	R. C	14		14	220		220						
639	Saint Joseph's German-English Academy.	Cincinnati, Ohio		1871		Borther Arsene	R. C	8	8		160	160							
640	Cleveland Academy *	Cleveland, Ohio		1861		Miss L. T. Guilford		6			120	40	80						
641	Ewington Academy *	Ewington, Ohio		1857		G. Chevington		2			85	45	40						
642	Gallia Academy *	Gallipolis, Ohio	1811	1811		E. A. Cooley		5	2	3	100	55	45						
643	Goshen Seminary *	Goshen, Ohio		1860		G. H. Hill		1			30	20	10						
644	Harlem Springs Academy *	Harlem Springs, Ohio		1867		R. H. Howey		4			95	60	35						
645	Hudson Ladies' Seminary	Hudson, Ohio		1844		Emily E. Metcalf		4			40		40						
646	Mount Pleasant Academy	Kingston, Ohio				W. P. Eastman		1			37	14	23						
647	Kingsville Academy *	Kingsville, Ohio		1836		Sardis D. Bently		4			262	121	141						
648	Atwood Institute	Lee, Ohio				J. M. Wood		4	2	2	113	68	45						
649	Madison Seminary *	Madison, Ohio		1847		W. V. Wright		3			53	24	29						
650	Mansfield Seminary	Mansfield, Ohio	1860	1860		Joseph Lindley, A. M	P. E	5	2	3	90	30	60						
651	Central Ohio Conference Seminary	Maumee City, Ohio	1860	1861		P. N. Miller	M. E	5	2	3	58	24	34						
652	Morning Sun Academy	Morning Sun, Ohio	1855	1852		John Marshall		3	2	1	22	10	12	7	5	5	1		
653	Friends' Boarding School	Mount Pleasant, Ohio		1837		Wilson Hall	Friends	4	2	2	60	30	30						
654	Saint Mary's Institute	Nazareth, Ohio		1870	30,000	M. Zehler	R. C	14	14		270	270		30		13		43	
655	New Hagerstown Academy *	New Hagerstown, Ohio		1837				2			24	16	8						
656	Lake Erie Female Seminary	Painesville, Ohio	1856	18 9		Miss M. A. Evans		13	2	11	102		102						
657	Pierpont Academy	Pierpont, Ohio		1868		J. P. Gill		2	2		41	20	21						
658	Fairfield Academy	Pleasantville, Ohio		1860		T. C. Reade		4			45	28	17						
659	Portsmouth Young Ladies' Seminary.	Portsmouth, Ohio	1867	1867		J. T. Daniel, A. M		6	5	1	55	10	45	10					2
660	Putnam Seminary *	Putnam, Ohio		1833		S. L. Chapman		8			100		100						

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
661	Ursuline Convent, Immaculate Heart of Mary.	Saint Martin's, Ohio		1845		Sister Julia Chatfield	R. C	23			105		105					
662	Sandusky City High School	Sandusky, Ohio				E. S. Wellington, A. B		3	1	2	117	37	80	1				16
663	Savannah Academy *	Savannah, Ohio		1858		S. T. Boyd		10			385	205	180					
664	Starr's Institute	Seven Mile, Ohio		1861		B. Starr		1	1		10	10		4	1			
665	Smithville High School	Smithville, Ohio		1865		J. B. Eberly	U. B	7	4	3	301	218	83					
666	Salem Academy *	South Salem, Ohio		1843		Rev. H. Gill	Pres	2	1	1	61	30	31					
667	Greenway Institute	Springfield, Ohio		1848		S. W. Stroger	P. E	2	1	1	9	9						
668	Steubenville Female Seminary *	Steubenville, Ohio		1827		A. M. Reid		15			195		195					
669	Third Street Seminary *	Steubenville, Ohio		1865		Eliza McCracken		5			82		82					
670	Tallmadge Academical Institute *	Tallmadge, Ohio		1820		S. A. Sessions		1			40	25	15					
671	Ursuline Convent	Tiffin, Ohio		1864		Sister Saint Ignatius	R. C	10		10	475	180	295					
672	Plains Seminary *	Tupper's Plains, Ohio		1860		L. C. Crippen		2			42	20	22					
673	Westminster Academy	Waterford, Ohio		1869	3,000	Robert Morrison	Pres	6	5	1	89	59	30	10	6	1		
674	Western Reserve Seminary	West Farmington, Ohio	1855	1854		G. W. Beatty	M. E	6	4	2	233	120	113					4
675	Putnam Seminary for Young Ladies.	Zanesville, Ohio	1834	1833		Miss S. S. Chapman		8		8	85		85					
676	Bishop Scott Grammar School	Portland, Oreg		1870	6,500	R. W. Laing, M. A	P. E	8	6	2	76	76		8	8	2	1	3
677	Saint Michael's College	Portland, Oreg			1,300	Rev. A. G. Glorieux	R. C	2	2		53	53						
678	Umpqua Academy *	Wilbur, Oreg	1857	1854		J. G. Herron	M. E	5	2	3	114	67	47					
679	Saint Xavier's Academy (*g*)	Beatty's Post-Office, Pa		1854		Sister M. Mechteldes	R. C	12			60		60					
680	Beaver Collegiate and Musical Institute. (*f*)	Beaver, Pa				Rev. R. T. Taylor, D. D		8			185	58	127					
681	Bellefonte Academy *	Bellefonte, Pa	1825			Rev. J. P. Hughes	Pres	7	2	5	105	75	30					
682	Wetherspoon Institute (*f*)	Butler, Pa				Rev. W. I. Brugh		4			125	125						
683	Boalsburgh Academy	Boalsburgh, Pa						2	1	1	57	42	15	4		2		
684	Kallynean Academy	Boyertown, Pa		1866		J. B. Hankey, A. M		4	3	1	62	50	12	8	10	3	6	22
685	Mount Pleasant Seminary	Boyertown, Pa		1850		L. M. Koons		3	3		92	39	53	2		1		25
686	Chambersburgh Academy (*f*)	Chambersburgh, Pa				J. H. Shumaker, Ph. D		6			94	94						

687	Pennsylvania Military Acad. (f)	Chester, Pa				Col. Theo. Hyatt		11			143	143								
688	Chester Valley Academy	Downingtown, Pa		1870		F. D. Long		6	4	2	40	40								
689	Eldersridge Academy	Eldersridge, Pa		1847		Rev. A. Donaldson, D. D.		3	2	1	73	55	18	28	3	5	1	17		
690	Saint Benedict's Academy	Erie, Pa		1854		M. Scholastica, O. S. B	R. C	17			60		60							
691	Academy of Our Lady of the Sacred Heart. (g)	Harrisburgh, Pa		1869		Mother M. Clare	R. C	8			50		50							
692	Loller Academy *	Hatboroug.h, Pa	1812	1812		Rev. M. Heath		3	1	2	55	29	26							
693	West Branch Boarding and High School.	Jersey Shore, Pa	1852	1852	25, 000	Elizabeth Hall	Pres	5	3	2	60	25	35	2	1	1		10		
694	Wyoming Seminary	Kingston, Pa		1844		David Copeland, A. M		17			300									
695	Mount Dempsey Academy (f)	Landisburgh, Pa				Lewis B. Kerr		1			41	26	15							
696	McKeesport Academy and Graded School. *	McKeesport, Pa		1868		J. A. Bower	Pres	2	2											
697	Cumberland Valley Institute (f)	Mechanicsburgh, Pa				A. H. Ege, A. M		4			30	30								
698	Greenwood Seminary (f)	Millville, Pa				William Burgess		2			120	70	50							
699	Laird Institute (f)	Murrysville, Pa				G. M. Spargrove		2			41	26	15							
700	Nazareth Hall	Nazareth, Pa	1863	1785		Eugene Leibert	Morav'n	13	13		121	121								
701	Treemount Seminary	Norristown, Pa		1844		J. W. Loch		7	6	1	121	120	1	10	12	4	6			
702	Academy of the Assumption, B. V. M. (g)	Philadelphia, Pa				Mother Mary Xavier	R. C	6			70		70							
703	Academy of the Sisters of Mercy	Philadelphia, Pa	1867	1861		Mother M. P. Waldron	R. C	7		7	75		75						2	
704	Convent of the Society of the Holy Child Jesus. (g)	Philadelphia, Pa		1869		Mother Mary Xavier	R. C	7			40		40							
705	Hallowell Select High School	Philadelphia, Pa		1862		George Eastburn		9	8	1	63	63		9	3	9	9	3		
706	Rittenhouse Boys' Gram'r School	Philadelphia, Pa		1844		F. F. Christine, A. M		4	1	3	170	170								
707	Saint Joseph's Academy *	Philadelphia, Pa		1852		Sister M. Lignori	R. C	5		5	350		350							
708	Washington Institute *	Philadelphia, Pa		1867		Mary E. Clarke		8	3	5	46	15	31							
709	Saint Joseph's Academy*	Pottsville, Pa		1839		Sister M. Monica	R. C	6		6	337		337							
710	Classical Academy (f)	Reading, Pa				D. B. Brunner		2			134	134								
711	Missionary Institute (f)	Selin's Grove, Pa				Rev. P. Born		4			111	111								
712	Milnwood Academy *	Shade Gap, Pa		1849		R. S. Kuhn	Pres	5	3	2	61	32	29							
713	Smithport Graded School *	Smithport, Pa		1871		S. W. Smith		2	1	1	103	38	65							
714	English and Classical Institute (f)	Stewartstown, Pa				J. A. Murphy		1			30	14	16							
715	Convent of the Sacred Heart	Torresdale, Pa		1849		Mme. S. Bondreau	R. C	17		17	68		68						5	
716	Susquehanna Collegiate Institute*	Towanda, Pa	1853	1854		G. W. Ryan and E. E. Quinlan.	Pres	8	4	4	232	113	119							
717	Unionville Institute	Unionville, Pa				J. W. Harvey		6	3	3	75	40	35							
718	Wellsborough Graded School	Wellsborough, Pa	1825	1825		A. C. Winters, A. M		9	1	8	491	250	241	7	3	3				
719	Williamsport Dickinson Seminary.*	Williamsport, Pa	1856	1848		Rev. W. L. Spottswood	M. E	10	7	3	241	172	69							
720	Wyoming Institute *	Wyoming, Pa	1848	1850		J. M. Crawford, A. B	Pres	3	1	2	73	30	43							
721	York County Academy *	York, Pa	1796	1792		G. W. Ruby, A. M		2	2		125	125								
722	York High School *	York, Pa		1876		W. H. Shelley		4	3	1	85	26	59							
723	Providence Conference Seminary*	East Greenwich, R. I	1804	1804		Rev. D. H. Ela, A. M	M. E	9	6	3	223	130	93							
724	Lapham Institute	North Scituate, R. I	1860	1861	10, 000	G. H. Ricker, A. M	Bapt	5	2	3	164	95	69	15		2		10		
725	New England Yearly Meeting Boarding School.	Providence, R. I		1819	120, 000	A. K. Smiley	Friends	11	5	6	202	130	72							
726	Academy of the Sacred Heart (g)	Newport, R. I		1854		Sister M. Camillus	R. C	3			50		50							
727	Saint Bernard's Academy (g)	Woonsocket, R. I		1869		Sister Mary J. Purcell	R. C	4			75		75							
728	Acad'y of Our Lady of Mercy (g)	Charleston, S. C		1829		Mother Teresa Barry	R. C	9			80		80							
729	Avery Institute	Charleston, S. C		1868		M. A. Warren	A. M. A.	10	1	9	87			8	1				1	

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
730	Carolina Female Seminary*	Lexington C. H., S. C	----	1859	.....	Rev. M. Berly	.....	3	1	2	50	30	20	----	----	.....	.....	.....
731	Ursuline Institute (*g*)	Columbia, S. C	----	1858	.....	Mme. M. B. Lynch	R. C	11	----	----	20	----	20	----	----	.....	.....	.....
732	Parish School of Saint Paul's Church.	Franklin, Tenn	----	1870	.....	Rev. R. B. Wolseley	P. E	3	1	2	45	21	24	----	----	.....	.....	.....
733	Academy of the Immaculate Conception. (*g*)	Jackson, Tenn	----	1869	.....	Sister Vincencia	R. C	7	----	----	55	----	55	----	----	.....	.....	.....
734	Le Moyne Commercial School	Memphis, Tenn	----	1871	$11, 000	J. H. Barnum	A. M. A.	7	1	6	214	92	122	----	----	.....	.....	.....
735	Bedford Male and Female Seminary.	Shelbyville, Tenn	1869	1869	.....	C. W. Jerome	M. E	5	2	3	130	70	60	20	----	2	.....	.....
736	Austin Young Ladies' School*	Austin, Tex	----	1870	.....	T. C. Bittle, A. M	.....	4	2	2	70	----	70	----	----	.....	.....	.....
737	German-American Young Ladies' Boarding School.	Austin, Tex	----	1872	.....	Miss N. von Schenck and Miss A. Nohl.	.....	6	----	6	50	----	50	----	----	.....	.....	12
738	Live Oak Female Seminary	Brenham, Tex	----	1853	.....	Rev. J. W. Miller, D. D	Pres	4	1	3	50	----	50	----	----	.....	.....	4
739	Conv. of the Incarnate Word (*g*)	Brownsville, Tex	----	1856	.....	Mother St. Anger	R. C	12	----	----	230	----	230	----	----	.....	.....	.....
740	Barnes Institute	Galveston, Tex	----	1870	.....	J. O. Lyman	A. M. A.	3	1	2	98	37	61	----	----	.....	.....	.....
741	Clark Seminary for Young Ladies	Houston, Tex	----	1871	.....	Horace Clark	.....	4	1	3	68	----	68	----	----	.....	.....	.....
742	Ursuline Academy (*g*)	Laredo, Tex	----	1867	.....	Mother St. Joseph	R. C	7	----	----	200	----	200	----	----	.....	.....	.....
743	Ursuline Academy (*g*)	San Antonio, Tex	----	1854	.....	Mother St. Mary	R. C	20	----	----	300	----	300	----	----	.....	.....	.....
744	Convent of the Incarnate Word	Victoria, Tex	----	1865	.....	Mother St. Clair	R. C	9	----	----	140	----	140	----	----	.....	.....	.....
745	Barre Academy	Barre, Vt	1849	1852	10, 000	J. S. Spalding	Cong	7	4	3	190	103	87	20	----	.....	.....	5
746	Goddard Seminary	Barre, Vt	1863	1870	.....	L. L. Burrington	Univ	8	5	3	120	76	44	25	8	4	2	7
747	Barton Academy and Graded School.	Barton, Vt	1854	1870	.....	Miss S. C. Chase	.....	4	----	4	134	60	74	----	----	.....	.....	.....
748	Bellows Falls Public School	Bellows Falls, Vt	----	----	.....	H. L. Cheeseman	.....	5	1	4	50	30	20	3	----	.....	.....	.....
749	Saint Agnes Hall	Bellows Falls, Vt	----	1868	.....	Jane Hapgood	P. E	6	2	4	24	----	24	----	----	.....	.....	2
750	Bradford Academy and Union High School.	Bradford, Vt	1820	1820	3, 000	W. F. Dunmore	.....	6	2	4	191	90	101	2	1	2	.....	.....
751	Bristol Academy*	Bristol, Vt	1855	----	.....	M. S. Bates, A. B	.....	3	1	2	79	33	46	----	----	.....	.....	.....
752	Orleans County Grammar School*	Brownington, Vt	1820	----	.....	.....	.....	2	1	1	51	21	30	----	----	.....	.....	.....

753	Vermont Episcopal Institute	Burlington, Vt	1857	1860		Rev. T. A. Hopkins	P. E	6	5	1	40	40		4	3	1		12
754	Castleton Seminary	Castleton, Vt	1787	1787	35,000	R. G. Williams		10	3	7	115	54	61	14	3			4
755	Chester Academy *	Chester, Vt		1814		J. S. Chapman		4	1	3	90	43	47					
756	Derby Academy	Derby Centre, Vt	1840	1839		G. F. Stackpole	Bapt	4	3	1	70	45	25	5				
757	Conv. of Our Lady of Vermont (*g*)	East Rutland, Vt		1870		Mother Eulalia	R. C	2		2	50		50					
758	New Hampton Institute*	Fairfax, Vt		1825		Rev. L. B. Barker	Bapt	6	3	3	110	60	50					
759	Lamoille Central Academy *	Hyde Park, Vt		1857		George F. Marsh		5	2	3	75	40	35					
760	Jonesville Academy	Jonesville, Vt				B. T. Holcomb, A. M		3	1	2	41	25	16	9		1		3
761	Black River Academy	Ludlow, Vt	1845	1845		S. A. Giffin		5	2	3	115	55	60	4				5
762	Lyndon Academy and Graded School.*	Lyndon, Vt	1872	1873		C. C. Bridgman	Unsect	4	1	3	130	60	70	5				
763	Burr and Burton Seminary	Manchester, Vt	1829	1833		H. H. Shaw, A, M	Cong	7	4	3	111	59	52					
764	McIndoe's Falls Academy	McIndoe's Falls, Vt	1853	1853	3,000	Thomas Martin		3	1	2	120	40	80		2	2	6	12
765	Middlebury Graded School*	Middlebury, Vt		1869		A. J. Sanborn		9	1	8	495	220	275					
766	Morgan Academy *	Morgan, Vt	1866	1867		Mary A. Manson		1		1	52	30	22					
767	People's Academy and Morrisville Graded School.	Morrisville, Vt	1847	1847		F. C. Hathaway, A. M		6	3	3	175	75	100	10	5	1	2	7
768	Northfield Graded and High School.	Northfield, Vt		1870		A. R. Savage		8	1	7	352	161	191	6	1	1		
769	Caledonia County Grammar School.	Peacham, Vt	1795	1797	16,000	C. A. Bunker		5	1	4	136	68	68	6		2		
770	Rural Home	Pownal, Vt		1869				1	1		12	12				1		
771	Rutland Graded High School	Rutland, Vt		1867		Judah Dana		3	1	2	85	27	58	12	4	1	1	6
772	Academy of the Congregation of Notre Dame. (*g*)	Saint Albans, Vt		1870		Sister St. Francis	R. C	8		8	150		150					
773	Lydon Graded School *	Saint Johnsbury, Vt		1871		W. H. Cow		3	1	2	120	40	80					
774	Thetford Academy and Boarding School.	Thetford, Vt	1819	1820	5,000	David Turner	Cong	4	2	2	65	30	35			5		
775	Green Mountain Seminary	Waterbury Centre, Vt	1863	1869		C. A. Moocrs	Bapt	6	3	3	205	90	115	20	13	1	1	2
776	Westfield Grammar School *	Westfield, Vt	1857	1858		G. H. Arnold		2	1	1	51	24	27					
777	West Randolph Academy	West Randolph, Vt	1847	1848		G. Dutton, M. D		3	1	2	60	30	30					
778	Abingdon Male Academy (*e*)	Abingdon, Va				Robert C Carson		2	2		50	50						
779	Academy of the Visitation (*e*)	Abingdon, Va		1867		Mother M. P. Fitzgerald	R. C	10			32		32					
780	Episcopal High School (*e*)	Alexandria, Va		1839		L. M. Blackford	Epis	5	5		55	55						
781	Berryville Graded School	Berryville, Va		1872		M. W. Jones		3	1	2	100	61	39	3				
782	Preston and Olin Institute (*e*)	Blacksburgh, Va		1868		Rev. P. H. Whisnor		4	4		60	60						
783	Montgomery Male Academy *	Christiansburgh, Va	1853	1850		C. Martin, A. M	Presby	1	1		26	26						
784	Yeates' Lower School	Churchland, Va	1731	1731		R. L. Brower		2	1	1	65	35	30	10	10			1
785	Danville Male Academy (*e*)	Danville, Va		1867				1	1		32	32						
786	Oakland Institute	Doo Hill, Va	1872	1871		W. K. McGreer	Meth	5	4	1	91	63	28					
787	Elk Creek Academy	Elk Creek, Va		1869		F. R. Cornett	Meth	1	1		30	20	10	10		1		
788	Holy Neck Seminary	Holy Neck, Va		1856		C. A. Apple		1	1		30	21	9	5				
789	Leesburgh Academy (*e*)	Leesburgh, Va	1800	1813		T. Williamson		2	2		25	25						
790	Yeates' Upper School	Lordsville, Va		1755		A. P. Gomer		1	1		46	24	22					
791	Saint Mary's Academy	Norfolk, Va	1852	1832	300	Sister M. A. Thomas	R. C	4		4	100		100					
792	Academy of the Visitation	Richmond, Va	1867	1866	25,000	Sister M. B. Hitzelberger	R. C	10		10	90		90					2
793	Masonic School (*e*)	Richmond, Va		1860		A. D. Chesterman		1	1		65							
794	Saint Patrick's Female Academy	Richmond, Va	1868	1869		Sister Rosalie	R. C	5		5	130		130					
795	Union Academy (*e*)	Spout Spring, Va		1860		C. H. Chilton		1	1		25							
796	Oak Hill Institute (*e*)	Wadesville, Va		1860		Rev. J. P. Hyde		3	1	2	70							
797	Saint Joseph's Academy (*g*)	Steilacoom, Wash. Ter		1863		Sister Oliver	R. C	3			60		60					
798	Saint Mary's Academy*	Charleston, W. Va		1871		Sister M. V. Smithe	R. C	3		3	60	35	25					

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Principal.	Religious denomination.	Instructors.			Students.							
								Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Entered scientific school from institution since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.
799	Clarksburgh Graded School	Clarksburgh, W. Va	....	....	.....	William Meigs	.....	8	1	7	387	200	187	6	....	2	.....	.....
800	Morgantown Female Seminary	Morgantown, W. Va	....	1860	.....	Mrs. J. K. Moore	.....	5	....	5	67	....	67	.....	.....	.....	.....	4
801	Saint Joseph Academy	Wheeling, W. Va	....	1865	.....	Mother Mary de Chantal	R. C	10	....	10	159	43	116	.....	.....	.....	.....	.....
802	Evansville Seminary	Evansville, Wis	1856	1855	4,000	Rev. G. S. Bradley, A. M	Bapt	4	3	1	152	93	59	.....	.....	1	1	.....
803	Jefferson Liberal Institute*	Jefferson, Wis	....	1866	.....	Prof. E. Chase, A. M	.....	9	3	6	.....	.....	.....	.....	.....	.....	.....	.....
804	German and English Academy	Milwaukee, Wis	1851	1851	6,000	P. Engelmann and W. Schleiff.	.....	15	8	7	334	217	117	14	4	12	1	22
805	Milwaukee Academy	Milwaukee, Wis	....	1864	.....	Albert Markham	.....	6	5	1	110	110	....	60	20	6	1	2
806	Patch Grove Academy	Patch Grove, Wis	....	....	.....	C. R. Newcomb	.....	2	1	1	50	....	....	.....	.....	.....	.....	.....
807	Saint Catharine's Academy	Racine, Wis	....	1869	.....	Mary Hyacinthe	R. C	6	....	6	65	....	65	.....	.....	.....	.....	.....
808	River Falls Institute	River Falls, Wis	....	1871	.....	M. E. Cady A. M	.....	3	2	1	75	35	40	.....	.....	.....	.....	.....
809	Seminary of Saint Francis	St. Francis Station, Wis	....	1856	.....	Rev. Jos. Salzmann	R. C	12	12	....	196	196	....	.....	.....	.....	50	.....
810	Wyoming Institute	Laramie, Wyo. Ter	....	1870	.....	Rev. D. J. Pierce, A. M	Bapt	4	1	3	.....	...	....	.....	.....	.....	.....	.....

* From report of the United States Bureau of Education for 1871.

† From report of the regents of the University of the State of New York for 1871. The number of students is the total for the year.

‡ Teachers' classes for instruction in the "science of common-school teaching" were maintained during the year 1871 in ninety (90) academies designated for that purpose by the board of regents of the university. The attendance of pupils so instructed is reported to have been 582 males and 959 females; total, 1,541. These academies are indicated thus (‡). From report of the New York State superintendent of public instruction for 1871.

e From report of the State superintendent of public instruction.

f From report of the State superintendent of common schools.

g Statistics for the year 1871.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates— Since organization.	Graduates— In classical department since organization.	Graduates— In classical department who have entered college since organization.	Number of years in course.	Number of weeks in scholastic year.	Character of course. E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	Students in— English branches.	Classical course.	Modern languages.	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses. Lodging.	Board.	English branches.	Classical course.	Modern languages.	Scholastic year begins—
1	.....	.....	.....	4	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	$150 00	$40 00	$50 00	$50 00	September 1.
2	.....	.....	.....	....	39	E.	C.	M.	....	....	....	45	40	13	Yes	Yes.	2,000	a$255 00	.....	.....	.....	.....	October.
3	.....	.....	.....	6	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	45 00	180 00	80 00	80 00	20 00	October, first Monday.
4	30	10	.....	4	36	E.	C.	M.	....	....	....	25	2	6	.....	Yes	.....	a400 00	.....	.....	.....	.....	October 1.
5	.....	.....	.....	9	32	E.	....	....	D.	....	....	300	....	....	.....	Yes.	.....	.....	.....	Free	Free	Free	October 1.
6	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	a200 00	.....	.....	.....	.....	September, first Monday.
7	.....	.....	.....	....	43	E.	C.	M.	D.	V.	I.	30	8	5	Yes.	Yes	1,560	c180 00	.....	50 00	30 00	30 00	September 1.
8	.....	.....	.....	....	....	E.	C.	M.	....	....	....	19	30	5	.....	.....	200	a225 00	.....	.....	.....	.....	September 1.
9	.....	.....	.....	6	40	E.	C.	M.	....	V.	I.	58	32	9	Yes.	Yes.	.....	b28 00	.....	.....	.....	.....	September, first Monday.
10	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	150 00	36 00	50 00	20 00	
11	.....	.....	.....	4	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	150 00	36 00	50 00	20 00	September, first Monday.
12	.....	.....	.....	4	40	E.	C.	M.	....	V.	....	40	5	....	.....	.....	.....	c110 00	.....	25–35 00	45 00	.....	September, first Monday.
13	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	150	.....	.....	d150 00	.....	.....	September, first Monday.
14	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	500	.....	.....	d100 00	.....	.....	September, first Monday.
15	40	5	2	4	40	E.	C.	M.	D.	V.	I.	60	65	20	.....	Yes.	350	100 00	200 00	10 00	10 00	10 00	September 2.
16	5	4	4	4	40	E.	C.	M.	D.	V.	I.	125	42	41	Yes.	Yes.	1,500	a350 00	.....	.....	.....	.....	September 25.
17	15	8	8	3	44	E.	C.	M.	D.	V.	I.	80	30	70	.....	Yes	320	.....	.....	Free	Free	Free	July, first Monday.
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	.....	.....	d50 00	.....	.....	August 1.
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	.....	.....	d200 00	.....	.....	August 16.
20	.....	.....	.....	3	40	E.	C.	M.	D.	V.	I.	30	22	8	.....	.....	50	.....	.....	.....	.....	.....	July.
21	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	500	.....	.....	.....	.....	.....	July 1.
22	.....	.....	.....	5–7	40	E.	C.	M.	D.	V.	I.	....	....	....	.....	.....	150	.....	.....	d330 00	.....	.....	September 1.
23	.....	.....	.....	3	40	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	September 4.
24	.....	.....	.....	4	42	E.	C.	....	....	V.	....	....	....	....	.....	Yes.	1,200	.....	250 00	.....	.....	.....	August 20–25.
25	.....	.....	.....	12	40	E.	C.	M.	D.	V.	....	42	15	....	Yes.	Yes	250	c189 00	.....	18 00	27 00	.....	September, first Monday.
26	.....	.....	.....	3	....	E.	C.	M.	D.	V.	I.	1110	21	30	Yes	Yes	150	.....	.....	.....	.....	.....	September, first Monday.
27	.....	.....	.....	4–6	40	E.	C.	M.	D.	V.	I.	....	16	6	.....	.....	1,000	.....	210 00	30 00	44 60	50 00	September 11–18.
28	.....	.....	.....	....	....	....	....	....	....	....	....	40	20	5	.....	.....	.....	a459 00	.....	.....	.....	.....	September, first Monday.
29	.....	.....	.....	....	40	E.	C.	M.	D.	V.	I.	....	....	....	.....	.....	350	d175 00	.....	.....	.....	.....	September.
30	.....	.....	.....	....	40	E.	C.	M.	D.	V.	I.	....	....	....	.....	.....	200	a450 00	.....	.....	.....	.....	April.
															Yes.	Yes.	.....	c200 00	.....	30 00	36 00	.....	

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates— Since organization.	Graduates— In classical department since organization.	Graduates— In classical department who have entered college since organization.	Number of years in course.	Number of weeks in scholastic year.	Character of course. E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	Students in— English branches.	Classical course.	Modern languages.	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses. Lodging.	Board.	English branches.	Classical course.	Modern languages.	Scholastic year begins—
31	.....	.....	.....	4	42	E.	C.	M.	D.	V.	I.	70	30	20	Yes.	Yes	100	{ c$300 00 c400 00	.....	$24 00 36 00	{ $40 00	$24 00	September.
32	.....	.....	.....	3	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	$225 00	25 00	32 00	32 00	September, first Monday.
33	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
34	410	.....	.....	4	40	E.	C.	M.	D.	V.	....	360	285	99	Yes.	Yes	1,500	{ c240 00 c320 00	.....	.....	.....	.....	May.
35	.....	.....	.....	....	39	E.	C.	M.	....	....	....	....	....	....	Yes.	Yes	.....	a450 00	.....	.....	.....	.....	September, second Wednesday.
36	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	200 00	25 00	33 00	35 00	September 25.
37	.....	.....	.....	5	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	900	.....	.....	Free	Free	Free	September, first Monday.
38	.....	.....	.....	4	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	100	.....	.....	.....	.....	.....	September, first Monday.
39	.....	4	4	3	40	E.	C.	M.	D.	....	....	....	....	....	Yes.	Yes	300	.....	.....	Free	Free	Free	April.
40	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	a530 00	.....	.....	.....	.....	
41	.....	.....	.....	....	37	E.	C.	M.	D.	V.	I.	....	....	....	.....	.....	1,500	a475 00	.....	.....	.....	.....	September 21.
42	.....	.....	.....	4	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	552	.....	.....	.....	.....	.....	August 31.
43	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	
44	.....	.....	.....	4	....	E.	C.	....	....	....	....	60	60	....	Yes.	Yes.	50	.....	.....	Free	Free	Free	
45	.....	.....	.....	....	....	E.	C.	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	30 00	34 00	.....	
46	216	40	30	4	41	E.	C.	M.	....	V.	....	....	....	....	Yes.	Yes.	3,000	d12-42 00	.....	.....	.....	.....	September, second week.
47	.....	.....	.....	4	34	E.	C.	M.	D.	V.	....	38	7	....	.....	.....	500	.....	.....	.....	.....	.....	September 1.
48	100	40	5	3	40	E.	C.	M.	D.	V.	I.	99	14	2	.....	.....	100	100 00	200 00	20 00	20 00	20 00	September, second Tuesday.
49	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
50	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	a390 00	.....	.....	.....	.....	August 7.
51	.....	.....	.....	4	....	....	....	....	....	....	....	....	....	....	.....	.....	375	a500 00	.....	.....	.....	.....	September 20.
52	.....	.....	.....	3	41	E.	C.	....	D.	....	....	....	....	....	.....	.....	200	120 00	240 00	Free	Free	Free	September, first Monday.
53	150	50	25	5	40	E.	C.	M.	D.	V.	I.	22	12	10	.....	.....	350	a420 00	.....	.....	.....	40 00	September 10.
54	.....	.....	.....	5	40	E.	C.	M.	D.	....	I.	100	98	30	Yes.	Yes.	1,000	12 00	120 00	30 00	30 00	30 00	August, last Wednesday.
55	.....	.....	.....	....	40	E.	C.	....	....	....	....	28	12	....	.....	.....	20	a250 00	.....	.....	.....	.....	August, last Wednesday.
56	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
57	.....	.....	.....	3–4	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	.....	84 00	83 00	83 00	August 20.
58	.....	.....	.....	1–5	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	a350 00	.....	.....	.....	.....	September 15.

59	.....	3	3	4	39	E.	C.	M.	....	V.	I.	73	38	5	Yes.	Yes.	300	*c*140 00	.....	19–22 00	25 00	6 00	August 27.
60	.....	.....	12	....	39	E.	C.	M.	D.	V.	I.	50	15	9	.....	.....	300	*c*200 00	.....	40 00	5 00	5 00	September 2.
61	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	.....	.....	.....	....	39	E.	C.	M.	....	V.	I.	66	8	6	.....	Yes.	200	*a*240 00	.....	34 00	45 00	40 00	September 8.
63	.....	.....	.....	5	39	E.	C.	M.	D.	V.	I.	58	20	....	.....	.....	.....	39 00	117 00	34–50 00	40–50 00	40–50 00	September.
64	75	.....	.....	....	40	E.	C.	M.	D.	V.	....	52	15	4	.....	.....	200	*c*160 00	.....	36–75 00	.....	36 00	September, first Monday.
65	.....	15	.....	4	39	E.	C.	M.	D.	.....	.....	150	47	25	.....	.....	550	*c*195 00	*d*157 00	.....	.....	.....	September 1.
66	.....	.....	.....	.....	.....	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68	.....	.....	.....	.....	.....	E.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	.....	.....	.....	.....	.....	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70	9	....	.....	9	41	E.	C.	M.	D.	V.	I.	100	....	15	.....	.....	100	*c*260 00	.....	26 00	.....	.....	September 16.
71	.....	.....	.....	.....	.....	E.	.....	M.	.....	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	88	.....	.....	.....	44	E.	.....	M.	D.	V.	I.	140	....	30	.....	.....	300	.....	.....	.....	.....	.....	September 1.
73	.....	.....	.....	8	40	E.	.....	M.	D.	V.	I.	30	....	30	.....	.....	.....	*a*400 00	.....	.....	.....	.....	September 16.
74	.....	.....	.....	.....	.....	E.	.....	M.	D.	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77	.....	.....	.....	.....	.....	E.	C.	.....	D.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	3	.....	.....	5	40	E.	.....	M.	D.	V.	I.	47	....	9	.....	.....	.....	.....	.....	50 00	.....	24 00	September, first Monday.
81	.....	.....	.....	.....	.....	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	.....	.....	.....	.....	40	E.	C.	.....	.....	.....	.....	32	17	....	Yes.	Yes.	75	*d*100 00	.....	.....	.....	.....	September, second Monday.
83	15	.....	.....	4	40	E.	C.	M.	D.	....	I.	50	6	25	.....	Yes.	.....	*d*160 00	.....	.....	.....	.....	September.
84	.....	.....	.....	....	40	E.	C.	M.	D.	V.	I.	24	2	....	Yes.	Yes.	1	*d*60 00	.....	.....	.....	.....	September, first Monday.
85	.....	.....	.....	.....	.....	E.	.....	M.	D.	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	12	.....	.....	7	44	E.	C.	M.	D.	V.	I.	150	25	25	.....	.....	.....	.....	.....	40 00	.....	60 00	September, first Monday.
87	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	.....	.....	.....	10	40	E.	.....	.....	D.	V.	I.	24	....	....	.....	.....	.....	*d*40 00	.....	.....	.....	.....	September 4.
89	.....	.....	.....	.....	.....	E.	C.	M.	D.	V.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91	.....	.....	.....	.....	.....	E.	.....	M.	.....	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	.....	.....	.....	10	40	E.	.....	M.	D.	V.	I.	100	....	19	.....	Yes.	.....	*a*300 00	.....	.....	.....	.....	September 4.
93	.....	.....	.....	.....	.....	E.	.....	M.	.....	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	.....	.....	.....	.....	.....	E.	.....	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	.....	.....	.....	.....	.....	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	.....	.....	.....	.....	.....	E.	.....	M.	.....	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	*d*240 00	.....	.....	.....	.....	October 1.
98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	90	*d*200 00	.....	.....	.....	.....	September, first Tuesday.
99	12	2	.....	4	44	E.	C.	M.	D.	V.	I.	131	9	40	.....	.....	200	*a*200 00	.....	.....	.....	.....	September, first Monday.
100	.....	.....	.....	11	40	E.	C.	....	D.	V.	I.	140	20	....	.....	Yes.	500	.....	.....	Free	Free	.....	October 1.
101	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*d*220 00	.....	.....	.....	.....	September 2.
102	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	*d*200 00	.....	.....	.....	.....	September 1.
103	.....	.....	.....	4	40	E.	C.	M.	....	V.	I.	73	23	29	.....	.....	.....	{ *c*125 00 *c*150 00	{ *d*20 00 *d*50 00	.....	.....	.....	February, first Thursday.
104	.....	.....	.....	....	40	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	2 50	10 00	35 00	30 00	.....	September 2.
105	.....	.....	.....	4	40	E.	C.	M.	.....	.....	.....	12	28	3	Yes.	Yes.	.....	*c*135 00	*d*111 00	.....	.....	.....	October 1.
106	.....	.....	.....	6	....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	160 00	35 00	50 00	50 00	January, second Monday.
107	.....	.....	.....	.....	.....	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	.....	150 00	20 00	20 00	.....	August 8.
108	.....	.....	.....	6	....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	130 00	25 00	40 00	40 00	September 1.
109	.....	.....	.....	4	....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	140 00	30–40 50	40 00	40 00	January, third Wednesday.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates— Since organization.	Graduates— In classical department since organization.	Graduates— In classical department who have entered college since organization.	Number of years in course.	Number of weeks in scholastic year.	Character of course. E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	Students in— English branches.	Classical course.	Modern languages.	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses. Lodging.	Board.	English branches.	Classical course.	Modern languages.	Scholastic year begins—
110	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	300	.....	$150 00	$27 00	$54 00	$30 00	January 8.
111	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	180 00	16 00	14 00	14 00	September 18.
112	.....	.....	.....	.....	38	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	Yes.	200	a$320 00	.....	.....	.....	.....	January, first Monday.
113	.....	.....	.....	.....	32	E.	.....	.....	.....	.....	.....	467	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	October 1.
114	.....	.....	.....	4	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	250	.....	150 00	50 00	60 00	.....	February, first Monday.
115	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	d284 00	.....	.....	.....	.....	September 2.
116	.....	.....	.....	10	40	E.	C.	M.	D.	V.	.....	60	30	.....	Yes.	Yes.	300	18 00	108 00	40 00	40 00	20 00	August 5.
117	.....	.....	.....	.....	.....	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	210 00	35 00	50 00	.....	September, first Monday.
118	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	a200 00	.....	.....	.....	.....	
119	.....	.....	.....	.....	36	E.	C.	M.	.....	.....	I.	.....	.....	.....	.....	.....	.....	a252 00	.....	.....	.....	.....	September, first Monday.
120	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	d150 00	.....	.....	.....	.....	September 1.
121	.....	.....	.....	3–4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,579	a200 00	.....	.....	.....	.....	
122	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	d150 00	.....	.....	.....	.....	September 1.
123	.....	.....	.....	5	32	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	1,000	c200 00	.....	24 00	8 00	16 00	September, first Monday.
124	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	507	.....	.....	.....	.....	.....	September, first Monday.
125	.....	.....	.....	3–4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	.....	.....	.....	.....	.....	
126	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
128	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
129	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
130	.....	.....	.....	.....	40	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 4.
131	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
132	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
133	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
134	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	800	d180 00	.....	.....	.....	.....	September, first Monday.
135	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
136	3	.....	.....	4	39	E.	C.	.....	.....	V.	I.	64	2	.....	.....	.....	.....	.....	.....	Free to residents		.....	September 11.
137	195	.....	.....	4	40	E.	C.	M.	D.	V.	I.	.....	.....	.....	Yes.	Yes.	1,300	a300 00	.....	.....	.....	.....	September.
138	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250	a275 00	.....	.....	.....	.....	
139	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	a300 00	.....	.....	.....	.....	

140	.....	.....	.....	3–6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	550	a380 00	.....	.....	.....	.....	
141	.....	.....	.....	.....	40	E.	.....	M.	D.	V.	I.	150	.....	60	.....	300	a200 00	.....	.....	.....	.....	September, first Monday.
142	7	2	2	3	40	E.	C.	.....	.....	V.	I.	170	5	.....	.....	Yes.	70	12 00	120 00	20–25 00	25 00	November, fourth Monday.
143	.....	.....	.....	4	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	500	.....	120 00	8–12 00	8–12 00	5 00	August, fourth Monday.
144	.....	.....	.....	2–4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	.....	a170 00	.....	.....	.....	
145	.....	.....	.....	1–3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	168	.....	a160 00	.....	.....	.....	
146	56	4	.....	5	40	E.	C.	M.	D.	V.	I.	107	23	14	Yes.	Yes.	600	.....	.....	24 00	24 00	10 00	September 1.
147	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....	.....	.....	.....	.....	
148	.....	.....	.....	.....	.....	E.	C.	M.	D.	V.	I.	170	46	25	Yes.	Yes.	.....	c150 00	.....	28 00	36 00	36 00	September 9.
149	40	12	4	5	40	E.	C.	M.	D.	V.	I.	242	16	42	Yes.	Yes.	350	30 00	180 00	22 00	22 00	22 00	September.
150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
151	.....	.....	.....	6	40	E.	C.	M.	D.	V.	I.	95	25	80	.....	Yes.	2,500	.....	c180 00	d50 00	.....	.....	September, first Monday.
152	.....	.....	.....	.....	42	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	.....	.....	a175 00	.....	.....	.....	September, first Monday.
153	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	.....	.....	.....	.....	.....	
154	.....	.....	.....	12	38	E.	C.	M.	D.	V.	I.	556	15	2	.....	.....	96	.....	.....	Free to residents			September 2.
155	.....	.....	.....	.....	40	E.	C.	M.	D.	V.	I.	30	5	3	.....	.....	500	{ a380 00 / a480 00 }	.....	.....	.....	.....	September, first Tuesday.
156	.....	.....	.....	3	39	E.	C.	M.	.....	.....	.....	125	12	8	Yes.	Yes.	600	d6–10 00	.....	.....	.....	.....	September 24.
157	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	d150 00	.....	.....	.....	.....	September, first Monday.
158	.....	.....	.....	.....	44	.....	.....	M.	.....	V.	I.	.....	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
159	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
160	8	.....	.....	4	44	E.	C.	M.	.....	V.	.....	180	40	20	.....	.....	500	c200 00	.....	.....	40 00	40 00	September 2.
161	.....	.....	.....	3	39	.....	.....	.....	.....	.....	.....	.....	.....	.....	Yes.	Yes.	.....	.....	.....	.....	.....	.....	September 9.
162	.....	.....	.....	6–8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,200	.....	.....	.....	.....	.....	September 1.
163	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	550	.....	.....	.....	.....	.....	September, first Monday.
164	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	a130 00	.....	.....	.....	.....	
165	.....	.....	.....	6	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	300	a1,200 00	.....	.....	.....	.....	September, first Monday.
166	58	.....	75	3	40	E.	C.	M.	D.	V.	I.	74	15	3	Yes.	Yes.	500	c140 00	.....	30 00	34 00	.....	September, first Monday.
167	20	.....	.....	8	40	E.	C.	M.	D.	V.	I.	130	8	25	.....	.....	400	a236 00	.....	.....	.....	.....	September, first Monday.
168	66	.....	.....	4	40	E.	C.	M.	D.	V.	I.	200	70	25	Yes.	Yes.	300	c140 00	.....	30 00	33 00	15 00	September 1.
169	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
170	7	.....	.....	4	40	E.	C.	M.	.....	.....	.....	.....	.....	.....	Yes.	Yes.	500	.....	.....	Free	Free	Free	September, first Monday.
171	.....	.....	.....	6	42	E.	C.	M.	.....	V.	I.	.....	.....	.....	Yes.	Yes.	2	a150 00	.....	.....	.....	.....	June, first Tuesday.
172	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
173	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
174	.....	.....	.....	.....	.....	.....	.....	.....	D.	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 1.
175	.....	.....	.....	5	42	E.	C.	M.	.....	V.	I.	140	40	25	.....	.....	1,200	a150 00	.....	.....	.....	.....	September, first Monday.
176	.....	.....	.....	7	44	E.	C.	M.	.....	V.	I.	15	17	45	.....	.....	300	a140 00	.....	.....	.....	.....	September, first Monday.
177	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,750	d154 00	.....	.....	.....	.....	September, first Monday.
178	.....	.....	.....	.....	40	E.	C.	M.	.....	V.	I.	50	50	30	Yes.	Yes.	5,000	a210 00	.....	.....	.....	.....	September, first Monday.
179	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
180	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250	.....	.....	.....	.....	.....	September, first Monday.
181	.....	.....	.....	4	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30 00	40 00	40 00	September, third Monday.
182	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
183	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	d100 00	.....	.....	.....	.....	May, first Monday.
184	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	550	d130 00	.....	.....	.....	.....	September, first Monday.
185	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
186	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	700	d185 00	.....	.....	.....	.....	September, first Monday.
187	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	a280 00	.....	.....	.....	.....	September, first Monday.
188	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	d200 00	.....	.....	.....	.....	September, first Monday.
189	.....	.....	.....	.....	40	E.	.....	M.	D.	V.	I.	.....	.....	.....	.....	.....	.....	z150 00	.....	.....	.....	.....	
190	.....	.....	.....	4	42	E.	.....	.....	D.	V.	I.	.....	.....	.....	.....	.....	.....	c160 00	.....	30 00	.....	.....	September 1.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates— Since organization.	Graduates— In classical department since organization.	Graduates— In classical department who have entered college since organization.	Number of years in course.	Number of weeks in scholastic year.	Character of course. E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	Students in— English branches.	Classical course.	Modern languages.	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses. Lodging.	Board.	English branches.	Classical course.	Modern languages.	Scholastic year begins—
191	.....	.....	.....	.....	40	E.	C.	.....	.....	.....	.....	204	37	.....	.....	.....	259	*d*$250 00	.....	.....	.....	.....	September 1,
192	.....	.....	.....	.....	42	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
193	.....	.....	.....	8	42	E.	.....	M.	D.	V.	I.	.....	.....	.....	.....	.....	1,000	*a*180 00	.....	.....	.....	.....	September, first Monday.
194	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
195	.....	.....	.....	.....	.....	E.	.....	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	$20 00	$5 00	.....	.....	September 15.
196	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	423	200 00	.....	.....	.....	.....	September 15.
197	.....	.....	.....	.....	40	E.	C.	M.	.....	.....	.....	35	5	17	.....	.....	.....	*a*300 00	.....	.....	.....	.....	September 15.
198	.....	.....	.....	7	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	33 00	$15 00	$15 00	September, first Monday.
199	46	.....	.....	4	41	E.	C.	M.	D.	V.	.....	.....	.....	.....	Yes	.....	.....	.....	.....	.....	.....	.....	January 1.
200	.....	.....	.....	.....	.....	E.	.....	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	*d*50–60 00	.....	.....	.....	.....	October, first Monday.
201	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	95	.....	.....	.....	.....	.....	November 1.
202	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	.....	.....	.....	.....	.....	September, first Monday.
203	.....	.....	.....	5–7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	*a*176 00	.....	.....	.....	.....	November 3.
204	.....	.....	.....	.....	30	E.	C.	M.	.....	.....	I.	80	2	2	Yes.	.....	.....	.....	.....	10 00	15 00	15 00	August.
205	7	4	4	4	33	E.	C.	M.	.....	.....	.....	.....	.....	.....	Yes.	Yes.	75	.....	.....	.....	.....	.....	September.
206	.....	.....	.....	.....	44	E.	C.	M.	.....	V.	.....	108	28	10	Yes.	Yes.	532	*c*140 00	*c*140 00	.....	18 00	18 00	September.
207	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	350 00	10 00	7 00	7 00	September.
208	40	50	6	4	40	E.	C.	M.	D.	V.	I.	216	29	6	Yes.	Yes.	1,500	30 00	160 00	20 00	30 00	30 00	August.
209	407	59	27	4	40	E.	C.	M.	.....	.....	.....	27	40	37	Yes.	Yes.	150	*d*15 00	.....	.....	.....	.....	
210	.....	.....	.....	4	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	18 00	108 00	3 50	4 50	5 00	September, third Wednesday.
211	.....	.....	.....	3	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	400	5 00	50 00	6 00	10 00	10 00	September, first Monday.
212	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	40	9	.....	Yes	Yes.	175	.....	.....	.....	.....	.....	August, last Monday.
213	.....	.....	.....	4	30	E.	C.	M.	.....	V.	.....	115	10	.....	.....	.....	.....	15 00	90 00	11 00	12 00	12 00	September.
214	.....	.....	.....	2–3	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	500	.....	.....	18 00	20 00	20 00	May, last Monday.
215	.....	.....	.....	.....	39	E.	.....	.....	D.	V.	I.	.....	.....	.....	.....	.....	.....	*c*176 00	.....	15–21 00	22 00	.....	August, third Monday.
216	.....	.....	.....	4	33	E.	C.	M.	D.	V.	I.	.....	.....	.....	Yes.	Yes.	600	*d*16 50	.....	.....	.....	.....	September, first Monday.
217	198	.....	.....	3	40	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*194 00	.....	.....	.....	.....	August 19.
218	750	.....	.....	.....	22	E.	C.	M.	D.	.....	I.	40	13	4	.....	Yes	.....	*d*24 00	.....	.....	.....	.....	August, last Wednesday.
219	.....	.....	.....	.....	.....	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	100	*a*150 00	.....	.....	.....	.....	February.
220	.....	.....	.....	.....	22	E.	C.	M.	D.	V.	I.	54	1	9	.....	.....	.....	.....	.....	.....	.....	.....	March 4.

221	.....	.....	.....	.....	.....	E.	C.	.....	D.	.....	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	February, last Tuesday.
222	.....	.....	.....	.....	22	E.	C.	.....	.....	V.	I.	.....	.....	.....	Yes.	Yes	350	.....	.....	.....	.....	.....	August 27.
223	.....	.....	.....	.....	40	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	Yes.	.....	.....	.....	14–20 00	24 00	24 00	September, 1st Monday.
224	.....	.....	.....	6	30	E.	C.	M.	D.	.....	I.	.....	.....	.....	.....	.....	.....	25 00	100 00	12 00	15 00	15 00	Monday nearest September 1.
225	.....	.....	.....	.....	44	E.	C.	M.	D.	.....	I.	.....	.....	.....	Yes.	Yes.	100	*a*204 00	.....	.....	.....	.....	September, first Tuesday.
226	.....	.....	.....	.....	33	E.	C.	.....	.....	.....	I.	40	.....	.....	.....	.....	.....	.....	.....	12 00	13 50	.....	September, first Wednesday.
227	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 00	8 00	8 00	September, first Monday.
228	15	11	6	2–4	40	E.	C.	M.	.....	V.	I.	.....	.....	.....	Yes.	.....	225	30 00	90 00	20 00	24 00	24 00	August 22.
229	.....	.....	.....	2–4	42	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	500	25 00	125 00	20 00	25 00	25 00	May.
230	.....	.....	.....	3	39	E.	C.	M.	D.	.....	I.	91	70	22	Yes.	Yes.	1,000	*c*150 00	.....	20 00	25 00	26 00	August 19.
231	.....	.....	.....	4	34	E.	C.	M.	D.	.....	.....	.....	.....	.....	Yes.	Yes.	.....	.....	.....	.....	.....	.....	April 1.
232	.....	.....	.....	4	38	E.	C.	.....	D.	.....	I.	25	10	.....	.....	Yes.	1,800	*a*350 00	.....	.....	.....	.....	September, sec'd Wednesday.
233	.....	.....	.....	3–4	39	E.	C.	M.	D.	V.	I.	.....	.....	.....	Yes.	Yes.	500	*c*136 00	.....	18 00	18 00	18 00	August, second Tuesday.
234	94	63	63	3–4	40	E.	C.	M.	D.	.....	.....	75	100	56	Yes	Yes.	50	10 00	150 00	20 00	24 00	24 00	September, first Monday.
235	.....	.....	.....	3	40	E.	C.	M.	.....	.....	I.	57	8	1	Yes.	Yes.	350	*a*200 00	.....	.....	.....	.....	September 4.
236	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,200	*d*21–75 00	.....	.....	.....	.....	September, first Monday.
237	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,100	.....	.....	.....	.....	.....	September, first Monday.
238	.....	.....	.....	5	45	.....	.....	.....	D.	V.	I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
239	.....	.....	.....	4–6	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*250 00	.....	.....	.....	.....	September, first Monday.
240	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*d*25 00	.....	.....	
241	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*d*36 00	.....	.....	
242	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
243	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	3,000	*a*350 00	.....	.....	.....	.....	September 15.
244	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
245	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*d*24 00	.....	.....	
246	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*d*12 00	.....	.....	
247	.....	.....	.....	3	42	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	50	.....	.....	12 00	25 00	25 00	September, first Monday.
248	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
249	.....	.....	.....	.....	42	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	*c*150 00	.....	32 00	40 00	20 00	September 1.
250	.....	.....	.....	3–7	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	760	.....	150 00	28 00	.....	*5 00	September, first Monday.
251	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
252	.....	.....	.....	.....	39	E.	C.	M.	D.	.....	I.	.....	.....	.....	.....	Yes.	400	*c*225 00	.....	.....	16 00	16 00	October 1.
253	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
254	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*d*40 00	.....	.....	
255	.....	.....	.....	3	.....	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45 00	45 00	.....	August.
256	92	.....	.....	.....	.....	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Free	.....	.....	
257	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*200 00	.....	.....	.....	.....	August.
258	.....	.....	.....	3	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	August.
259	.....	.....	.....	7	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	900	.....	.....	150 00	50 00	*28 00	September.
260	1,289	.....	.....	3	42	E.	.....	M.	D.	V.	I.	580	.....	580	Yes.	Yes.	1,300	.....	.....	Free	Free	Free	September.
261	.....	.....	75	3–4	40	E.	C.	M.	D.	.....	.....	73	25	20	Yes.	Yes.	600	*c*200 00	.....	40 00	50 00	.....	September, first Monday.
262	.....	.....	.....	5	41	E.	C.	M.	D.	V.	I.	35	16	.....	.....	.....	800	.....	.....	Free	Free	Free	
263	.....	.....	.....	3–5	41	E.	C.	M.	D.	V.	I.	303	50	.....	Yes.	Yes.	8,000	.....	.....	.....	.....	.....	September, first Monday.
264	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	120	*d*300 00	.....	.....	.....	.....	September, first Wednesday.
265	13	.....	.....	3	40	E.	.....	.....	.....	.....	.....	.....	.....	.....	.....	Yes.	50	.....	.....	.....	.....	.....	September, first Monday.
266	.....	.....	.....	3	39	E.	C.	M.	D.	V.	I.	27	19	14	.....	Yes.	200	.....	.....	Free	Free	Free	September, first Monday.
267	.....	.....	.....	.....	40	E.	C.	M.	D.	.....	.....	37	3	4	.....	Yes.	400	.....	.....	.....	.....	.....	September.
268	400	.....	3	3	40	E.	C.	M.	.....	.....	.....	34	15	12	.....	Yes.	.....	.....	.....	4 00	4 00	4 00	September, first Monday.
269	.....	.....	.....	3–4	39	E.	C.	M.	D.	V.	.....	90	110	40	Yes.	Yes.	2,000	36 00	140 00	20 00	20 00	5 00	August, last Wednesday.
270	.....	.....	.....	4	36	E.	C.	M.	.....	.....	.....	32	8	2	Yes.	Yes.	.....	*c*144 00	.....	18 00	24 00	12 00	September, first Monday.

*Each.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates— Since organization.	Graduates— In classical department since organization.	Graduates— In classical department who have entered college since organization.	Number of years in course.	Number of weeks in scholastic year.	Character of course. E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	Students in— English branches.	Classical course.	Modern languages.	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses. Lodging.	Board.	English branches.	Classical course.	Modern languages.	Scholastic year begins—
271	.....	.....	.....	3	40	E.	C.	M.	D.	V.	I.	69	58	20	Yes.	Yes.	2,500	*c*160 00	.....	$9 50	$22 50	6 00	August 21.
272	.....	.....	.....	6	40	E.	C.	....	D.	....	....	42	34	....	Yes.	Yes.	.....	.....	.....	.....	.....	.....	August, last week.
273	.....	.....	.....	....	....	E.	C.	M.	....	....	....	.....	.....	.....	.....	.....	100	.....	$200 00	24 00	28 00	.....	
274	.....	.....	.....	4	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6 00	.....	.....	September.
275	.....	.....	.....	....	36	E.	C.	....	D.	....	....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	April, last week.
276	300	200	.....	4–6	40	E.	C.	M.	D.	V.	I.	60	12	40	Yes.	Yes.	.....	*a*$240 00	.....	.....	.....	.....	September, first Wednesday.
277	.....	.....	.....	4	40	E.	C.	M.	D.	....	I.	.....	.....	.....	.....	Yes.	.....	*a*310 00	.....	.....	.....	.....	September, first Wednesday.
278	.....	.....	.....	4	....	E.	C.	M.	....	....	....	.....	.....	.....	.....	.....	2,500	12 00	164 00	27 00	42 00	$42 00	August.
279	15	.....	.....	10	44	E.	....	M.	D.	V.	I.	110	....	70	Yes.	Yes.	600	*a*181 00	.....	.....	.....	.....	September, first Monday.
280	.....	.....	.....	4	....	E.	C.	M.	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
281	.....	.....	.....	3	41	E.	C.	M.	D.	V.	I.	74	56	38	.....	Yes.	180	.....	.....	.....	.....	.....	September, first Monday.
282	29	.....	1	3	40	E.	C.	M.	D.	V.	....	44	44	44	.....	Yes.	50	.....	.....	.....	.....	.....	March, last Monday.
283	.....	.....	900	3	40	E.	C.	M.	....	V.	I.	66	104	20	Yes.	Yes.	1,800	*a*277 00	.....	.....	.....	.....	August, third Wednesday.
284	.....	.....	.....	4	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	*a*400 00	.....	.....	.....	.....	September.
285	12	6	6	7	40	E.	C.	M.	D.	V.	....	48	24	48	.....	Yes.	500	*d*75–150 00	.....	.....	.....	.....	September, first Monday.
286	613	.....	.....	5	43	E.	C.	M.	D.	V.	....	225	40	50	Yes.	Yes.	367	.....	.....	.....	.....	.....	
287	60	15	10	4	40	E.	C.	M.	D.	V.	I.	50	10	10	Yes	Yes.	500	*c*225 00	.....	30 00	35 00	15 00	September 10.
288	98	40	4	7	40	E.	C.	M.	....	....	....	53	54	107	Yes.	Yes.	.....	.....	.....	Free	to residents	.....	September.
289	.....	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
290	.....	.....	.....	....	40	E.	C.	M.	D.	....	....	45	5	15	Yes.	Yes.	.....	*d*40 00	.....	.....	.....	.....	September, first Monday.
291	.....	.....	.....	....	....	E.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 00	.....	.....	September.
292	400	50	40	....	38	E.	C.	M.	D.	V.	I.	101	12	28	Yes.	Yes.	1,700	*a*530 00	.....	.....	.....	.....	September, third Wednesday.
293	.....	.....	400	4	40	E.	C.	M.	D.	V.	I.	200	206	100	Yes.	Yes.	6,000	30 00	130 00	33 00	38 00	40 00	August, fourth Wednesday.
294	.....	.....	.....	4	....	E.	C.	M.	....	....	....	.....	.....	.....	.....	.....	.....	.....	300 00	24 00	32 00	32 00	September.
295	100	10	.....	3	39	E.	....	M.	D.	V.	I.	75	....	10	Yes.	Yes.	1,000	*a*430 00	.....	.....	.....	.....	September.
296	.....	.....	.....	3–4	40	E.	C.	M.	D.	....	I.	100	50	15	Yes.	Yes.	400	*c*129 00	.....	27 00	36 00	36 00	August 27.
297	11	.....	.....	3	36	E.	C.	M.	.....	.....	.....	21	20	2	.....	Yes.	.....	.....	.....	.....	.....	.....	
298	54	.....	.....	....	40	E.	....	M.	D.	V.	I.	.....	.....	.....	.....	Yes.	2,300	*a*240 00	.....	.....	.....	.....	September, first Monday.
299	.....	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
300	6	5	5	10	40	E.	C.	M.	D.	V.	....	180	15	10	Yes.	Yes.	20	*d*64 00	.....	Free	to residents	.....	August 26.

301	218	90	72	7	40	E.	C.	M.	....	V.	....	226	80	176	Yes.	Yes.	150						January 1.
302																							September, first Monday.
303				4	38													*b*12–14 00	*d*12–36 00				
304																	225	*d*120 00					September, first Monday.
305																	160						September, first Monday.
306				4	39	E.	C.	M.	D.	V.	I.	48	11	3		Yes.	250	*c*117 00		30 00	36 00	15 00	September 18.
307					25	E.	C.	M.															
308				3	36	E	C.	M.										*d*28 00					September 1.
309			26	6	39	E.	C.	M.		V.	I.	27	56	24	Yes.	Yes.	500	*a*316 00					September, third Thursday.
310					40	E.		M.		V.													
311																		*d*200 00					September 1.
312					46	E.																	
313						E.		M.															
314				7		E.	C.	M.											200 00	50 00	20 00	10 00	September, fourth Monday.
315						E.	C.																
316						E.	C.																
317						E.		M.															
318					42	E.	C.			V.													
319					40	E.	C.	M.		V.	I.												August 19.
320					36	E.	C.	M.															
321						E.		M.															
322					46	E.		M.	D.	V.													
323						E.	C.																
324	10	5		4	40	E.	C.	M.	D.	V.	I.	90	12	20	Yes.	Yes.		*e*240 00		64 00		48 00	September 10.
325						E.	C.																
326						E.	C.																
327						E.	C.																
328					36	E.	C.			V.							200						October, first Monday.
329																							
330				3–6		E.	C.												150 00				September.
331					42	E.	C.	M.		V.	I.		5	30				*e*250 00	*d*30–60 00				September 9.
332																							
333																	600	*d*150 00					September 1.
334																							
335																							
336																	130	*d*120 00					September, first Monday.
337				3–4																			
338						E.	C.	M.		V.	I.	111	12	4			200	44 00	100 00	34–40 00	40 00		
339				3																			
340																							
341				4	40	E.			D.	V.		117					450	*a*125 00					September, first Monday.
342	2				40	E.	C.		D.	V.	I.	77	5					*c*80 00	*d*34–54 00				September, first Monday.
343				3–4																			
344				3–4																			
345				3–4																			
346																							
347				7		E.	C.	M.			I.	75	2	1			200	*c*140 00		34 00	50 00	50 00	
348																							
349																							
350					40	E.	C.		D.	V.	I.	26	9				100	*d*75 00					September, first Monday.
351	153			9	44	E.	C.	M.	D.	V.	I.	90			Yes.	Yes.	2,000	*c*165 00		32 00	40 00	20 00	September, first Monday.
352				4		E.	C.	M.	D.	V.		230	112	230		Yes.	800	*c*250 00			40 00	40 00	September, first Tuesday.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates.			Number of years in course.	Number of weeks in scholastic year.	Character of course.						Students in—			Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses.					Scholastic year begins—
	Since organization.	In classical department since organization.	In classical department who have entered college since organization.			E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	English branches.	Classical course.	Modern languages.				Lodging.	Board.	English branches.	Classical course.	Modern languages.	
353	.....	.....	.....	.....	43	E.	C.	M.	D.	V.	I.	258	20	198	.....	Yes.	1,124	*d* 48 00	.....	.....	.....	.....	September 1.
354	.....	.....	.....	4–6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
355	.....	.....	.....	6	40	E.	C.	M.	.....	V.	I.	60	5	5	.....	Yes.	.....	*c* $120 00	.....	$20 00	$40 00	$20 00	September, first Monday.
356	.....	.....	100	.....	40	E.	C.	M.	.....	.....	.....	47	26	3	.....	Yes.	775	.....	.....	20 00	25 00	25 00	August 26.
357	.....	.....	.....	.....	.....	E.	C.	.....	.....	.....	.....	44	6	.....	.....	Yes.	.....	*d* 32 00	.....	.....	.....	.....	September, first Tuesday.
358	.....	.....	.....	4	39	E.	C.	M.	.....	V.	.....	60	25	20	.....	Yes.	250	*c* 140 00	*d* $21 00	.....	.....	.....	September, first Monday.
359	175	12	8	7	38	E.	C.	M.	D.	V.	.....	32	6	92	Yes.	Yes.	375	*a* 172 00	.....	.....	.....	.....	September, first Monday.
360	.....	.....	.....	.....	22	E.	C.	M.	.....	V.	I.	.....	7	.....	.....	.....	.....	*c* 77 00	.....	3 00	5 00	5 00	February 28.
361	5,000	.....	.....	3	40	E.	C.	M.	.....	.....	I.	21	10	6	Yes.	Yes.	284	*d* 21 00	.....	.....	.....	.....	August 26.
362	8	.....	.....	3	40	E.	C.	.....	.....	.....	.....	25	22	.....	.....	Yes.	.....	.....	.....	.....	.....	.....	April.
363	.....	.....	.....	3	40	E.	C.	M.	D.	.....	I.	50	15	12	.....	.....	25	25 00	150 00	22 00	26 00	26 00	August 28.
364	.....	.....	.....	3–4	41	E.	C.	M.	.....	.....	I.	25	19	4	.....	.....	150	16 00	164 00	20 00	24 00	24 00	August 19.
365	.....	.....	.....	3	36	E.	C.	M.	D.	V.	I.	.....	5	2	Yes.	Yes.	500	5 00	40 00	4 00	5 00	5 00	August.
366	.....	.....	.....	.....	.....	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4 25	5 00	.....	
367	30	20	6	.....	40	E.	C.	M.	D.	V.	I.	75	65	45	Yes.	Yes.	.....	.....	.....	20 00	24 00	24 00	September 1.
368	.....	.....	.....	3–4	40	E.	C.	M.	.....	V.	.....	20	99	87	Yes.	Yes.	200	.....	.....	Free to residents.			September.
369	2,000	950	.....	4	39	E.	C.	M.	D.	V.	I.	80	60	.....	Yes.	Yes.	2,500	9–25 00	90–110 00	30 00	30 00	9 00	August, first Wednesday.
370	.....	.....	.....	3–4	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	600	.....	150 00	15 00	21 00	21 00	September, first Wednesday.
371	.....	.....	.....	2–4	.....	E.	C.	M.	D.	V.	I.	187	376	.....	Yes.	Yes.	4,000	.....	.....	22 00	24 00	24 00	
372	.....	.....	.....	3–4	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	500	15 00	140 00	24 00	30 00	30 00	August.
373	.....	.....	.....	3–4	40	E.	C.	M.	D.	V.	I.	70	70	70	Yes.	Yes.	1,500	*c* 160 00	.....	24–30 00	36 00	36 00	August 27.
374	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	350	.....	150-00	15 00	18 00	18 00	
375	.....	.....	.....	6	36	E.	C.	.....	D.	.....	.....	37	22	.....	.....	.....	.....	.....	.....	Free to residents.			August.
376	.....	.....	.....	3	.....	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150 00	160 00	17 00	18 00	.....	September.
377	.....	.....	.....	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20 00	65 00	8 00	10 00	10 00	September.
378	.....	.....	.....	7	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	6,000	*a* 500 00	.....	.....	.....	.....	September.
379	280	250	80	4–5	40	E.	C.	M.	D.	V.	I.	176	75	50	Yes.	Yes.	1,183	20 00	120 00	21 00	27 00	2 50	August.
380	50	18	18	....	35	E.	C.	M.	D.	.....	I.	98	8	6	Yes.	Yes.	.....	*c* 125 00	.....	21 00	24 00	24 00	September, first Tuesday.
381	.....	.....	.....	5	40	E.	C.	M.	D.	V.	I.	40	27	11	.....	.....	250	*c* 160 00	.....	30–40 00	50 00	15 00	September, first Wednesday.
382	514	.....	.....	....	40	E.	C.	M.	D.	V.	I.	....	....	....	Yes.	Yes.	.....	*a* 450 00	{ *d* 100 00 200 00 }	.....	.....	.....	October, first Tuesday.

383	.....	.....	.....	3	42	E.	C.	M.	D.	V.	I.	101	23	....	.....	Yes.	500	*a*450 00	.....	.....	.....	.....	September, first Monday.
384	.....	.....	.....	7	40	E.	C.	M.	D.	V.	I.	78	47	6	Yes.	Yes.	1,500	*a*400 00	*d*60 00	.....	.....	.....	September, first Tuesday.
385	6	25	23	4	40	E.	C.	M.	D.	V.	I.	113	85	....	Yes.	Yes.	.....	*a*266 00	.....	.....	.....	.....	September, first Wednesday.
386	.....	.....	500	4–5	40	E.	C.	M.	D.	V.	I.	52	43	28	Yes.	Yes.	3,000	*a*450 00	.....	.....	.....	.....	September.
387	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	500	*d*220 00	.....	.....	.....	.....	September 3.
388	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
389	18	.....	.....	3	40	E.	C.	M.	D.	V.	I.	.....	.....	....	Yes.	Yes.	200	*a*375 00	*d*36–45 00	.....	.....	.....	September, third Wednesday.
390	.....	.....	.....	4	40	E.	C.	.....	.....	.....	I.	31	5	....	.....	.....	.....	*a*315 00	*d*48 00	.....	.....	.....	September.
391	.....	.....	.....	2	40	E.	C.	M.	D.	V.	I.	40	15	5	Yes.	Yes.	200	*a*265 00	*d*132 00	.....	.....	.....	September, first Wednesday.
392	340	95	52	4	40	E.	C.	M.	D.	V.	I.	.....	.....	....	Yes.	Yes.	800	*a*350 00	.....	.....	.....	.....	September 9.
393	.....	.....	.....	....	40	E.	C.	.....	.....	V.	....	100	15	....	Yes.	.....	.....	.....	.....	24–36 00	48 00	.....	September, first Monday.
394	.....	.....	.....	7	42	E.	.....	.....	D.	V.	I.	.....	.....	....	.....	.....	500	*a*200 00	.....	.....	.....	.....	November 1.
395	69	19	10	2–4	39	E.	C.	M.	D.	V.	I.	95	64	23	Yes.	Yes.	800	*c*200 00	.....	27 00	33 00	33 00	September 17.
396	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	126	.....	.....	.....	.....	.....	....
397	.....	.....	.....	10	42	E.	C.	M.	D.	V.	....	34	60	34	Yes.	Yes.	500	.....	.....	76–88 00	76–88 00	.....	September, second Monday.
398	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
399	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
400	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	625	.....	.....	.....	.....	.....	....
401	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	574	.....	.....	.....	.....	.....	....
402	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	5,000	.....	.....	.....	.....	.....	....
403	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	140	.....	.....	.....	.....	.....	September, first Monday.
404	.....	.....	.....	3	40	E.	C.	M.	D.	V.	I.	....	....	....	Yes.	Yes.	1,800	*a*300 00	.....	.....	.....	.....	September, second week.
405	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
406	.....	.....	.....	3	39	E.	C.	M.	D.	V.	I.	85	23	23	Yes.	Yes.	500	*c*200 00	.....	40 00	15 00	15 00	September.
407	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	503	.....	.....	.....	.....	.....	....
408	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	205	.....	.....	.....	.....	.....	....
409	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	942	.....	.....	.....	.....	.....	....
410	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	397	.....	.....	.....	.....	.....	....
411	42	22	18	3	40	E.	C.	.....	.....	.....	.....	85	24	....	Yes.	Yes.	350	.....	.....	28–50 00	28–50 00	.....	September, first Monday.
412	.....	.....	.....	....	42	E.	C.	M.	D.	....	....	35	10	10	Yes.	Yes.	300	*c*178 00	.....	15 00	18 00	21 00	September.
413	.....	.....	.....	3–5	40	E.	C.	M.	D.	V.	I.	46	5	6	Yes.	Yes.	3,000	*a*300 00	.....	.....	.....	.....	September, second Tuesday.
414	30	10	8	2–3	40	E.	C.	M.	D.	V.	I.	100	25	41	Yes.	Yes.	450	.....	.....	21 00	24 00	24 00	September.
415	.....	.....	.....	....	42	E.	C.	M.	D.	V.	....	....	....	....	....	Yes.	2,500	.....	.....	24 00	30 00	30 00	August, last week.
416	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	107	.....	.....	.....	.....	.....	....
417	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	331	.....	.....	.....	.....	.....	....
418	20	10	12	3	40	E.	C.	M.	D.	V.	I.	52	5	5	.....	Yes.	792	15 00	120 00	18–24 00	27 00	27 00	July 18.
419	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	2,285	.....	.....	.....	.....	.....	....
420	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	82	.....	.....	.....	.....	.....	....
421	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	700	.....	.....	.....	.....	.....	September 1.
422	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,050	.....	.....	.....	.....	.....	....
423	19	150	.....	....	44	E.	C.	M.	D.	V.	I.	500	50	50	.....	.....	300	.....	.....	.....	.....	.....	September, first Monday.
424	260	25	25	3	41	E.	C.	M.	....	....	....	265	50	84	Yes.	Yes.	700	.....	.....	Free.	Free.	Free.	September, first Monday.
425	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	175	.....	.....	.....	.....	.....	August, last Monday.
426	.....	.....	.....	4	42	E.	C.	M.	D.	V.	I.	.....	.....	....	Yes.	Yes.	1,800	.....	.....	25 00	28 00	12 00	September 4.
427	.....	.....	350	....	45	E.	C.	M.	D.	V.	I.	135	45	36	Yes.	Yes.	1,200	*a*300 00	.....	.....	.....	.....	September, first Thursday.
428	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	500	.....	.....	.....	.....	.....	....
429	16	16	8	4	44	E.	C.	M.	....	....	....	47	60	22	Yes.	Yes.	275	.....	.....	Free.	Free.	Free.	September, first Monday.
430	1,236	.....	.....	3	40	E.	C.	M.	D.	V.	I.	288	113	63	Yes.	Yes.	3,000	*c*180 00	.....	21 00	33 00	33 00	August 1.
431	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	253	.....	.....	.....	.....	.....	....
432	.....	.....	.....	3	40	E.	C.	M.	D.	V.	I.	160	10	12	Yes.	Yes.	1,000	15 00	180 00	15 00	30 00	20 00	September 1.
433	140	50	31	3	42	E.	C.	M.	D.	V.	....	12	....	....	.....	.....	833	.....	.....	30 00	10 00	8 00	July 20.
434	.....	.....	.....	....	....	E.	C.	M.	....	....	....	....	....	....	....	....	329	.....	.....	.....	.....	.....	....

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates—			Number of years in course.	Number of weeks in scholastic year.	Character of course.						Students in—			Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses.					Scholastic year begins—
	Since organization.	In classical department since organization.	In classical department who have entered college since organization.			E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	English branches.	Classical course.	Modern languages.				Lodging.	Board.	English branches.	Classical course.	Modern languages.	
435						E.	C.	M.									165						
436	270	180	180	6	40	E.	C.	M.	D.	V.	I.	113	70	12	Yes.	Yes.	1,265	$56 00	$200 00	$27 00	$42 00	$12 00	September 9.
437				3	40	E.	C.	M.	D.	V.	I.	150	20	30	Yes.	Yes.	1,600	*c*200 00		18–24 00	24 00	32 00	September, first Thursday.
438						E.	C.	M.									800						
439	69	69		4	40	E.	C.	M.	D.	V.	I.	86	86	86	Yes.	Yes.	950	*a*300 00					September, second Thursday.
440				3	37	E.	C.	M.	D.			27	13	3	Yes.	Yes.	875	*a*350 00					September 10.
441						E.	C.	M.									218						
442						E.	C.	M.									233						
443						E.	C.	M.									180						
444						E.	C.	M.															
445						E.	C.	M.									1,431						
446						E.	C.	M.									145						
447															Yes.	Yes.	600						
448				3–4	40	E.	C.	M.		V.	I.				Yes.	Yes.	649			19–50 00	24 00	28–50 00	August.
449						E.	C.	M.									715						
450						E.	C.	M.									257						
451				2–3	42	E.	C.	M.				56	6	3		Yes.	603			20 00	30 00	30 00	September 12.
452						E.	C.	M.									1,463						
453	250	50	40	4	42	E.	C.	M.	D.		I.	160	40	10	Yes.	Yes.	830		*c*200 00	18–21 00	24 00	24 00	August 20.
454					40	E.	C.	M.	D.		I.				Yes.	Yes.	182	40 00	140 00	15 00	24 00	24 00	September, first Monday.
455						E.	C.	M.									594						
456						E.	C.	M.									1,550						
457					39	E.	C.	M.	D.	V.	I.	42	17	6	Yes.	Yes.	5,000	*c*150 00		9 00	2 00	2 00	August 27.
458						E.	C.	M.									2,738						
459						E.	C.	M.									149						
460					40	E.	C.	M.	D.		I.				Yes.	Yes		*a*400 00					September.
461																	700						September, first Monday.
462																							September.
463	88	20	7	3	40	E.	C.	M.	D.	V.	I.	175	41	22	Yes.	Yes.	374			18 00	21 00	21 00	August.
464						E.	C.	M.									172						

465				3	40	E.	C.					111	9			Yes.	409			Free.	Free.	Free.	September 18.
466	440	220	210	3	39	E.	C.	M.	D.	V.	I.	130	70	50	Yes.	Yes.	1,030	*c*175 00		32 00	50 00	12 00	September 1.
467						E.	C.	M.									150						
468				4	40	E.	C.	M.	D.	V.		180	41	30	Yes.	Yes.	2,081	*c*178 00		34 00	41 00		September.
469	26	18	5	3	39	E.	C.	M.	D.	V.	I.	180	140	180	Yes.	Yes.	400	*c*120 00		21 00	25 00	25 00	August 20.
470						E.	C.	M.									199						
471				3	40	E.	C.	M.	D.	V.	I.	70	10	8	Yes.	Yes.	810	20 00	130 00	28 00	48 00	48 00	September, first Monday.
472				4	41	E.	C.	M.	D.	V.	I.	57	21	12		Yes.	3,000	*c*181 00		25 00	30 00	21 00	September 2.
473						E.	C.	M.									1,200						
474				3	39	E.	C.	M.	D.	V.		50	12	2	Yes.	Yes.	500	*c*150-200 00		21-24 00	27 00	27 00	August 1.
475						E.	C.	M.									355						
476																							
477						E.	C.	M.									386						
478				3	42	E.	C.	M.		V.	I.	250	8	3	Yes.	Yes.	300		168 00	18 00	6 00	4 00	August 31.
479						E.	C.	M.									677						
480						E.	C.	M.									207						
481						E.	C.	M.									123						
482	1	6		12	40	E.	C.	M.	D.			320	4	18		Yes.	375			15 00	20 00	20 00	October 1.
483	1,000	1,000	800	3	39	E.	C.			V.		47	47				660	9 00	117 00	*d*20 00			September 12.
484				4	40	E.	C.	M.	D.	V.	I.				Yes.	Yes.	2,000	*c*120 00		9 00	9 00	9 00	September, second Monday.
485	8				40	E.	C.	M.			I.	21	3	2				*a*180 00					September 13.
486			12		40	E.		M.	D.	V.	I.	52		2	Yes.	Yes.	200	*c*264 00		30 00			September 2.
487						E.	C.	M.									538						
488	243	118		3	42	E.	C.	M.				2	2	4	Yes.	Yes.	1,615			16 00	30 00	27 00	July 1.
489						E.	C.	M.									633						
490						E.	C.	M.									189						
491						E.	C.	M.									670						
492						E.	C.	M.									541						
493					40	E.	C.	M.	D.	V.	I.	59	12	5									
494	41	9	7	3-4	42	E.	C.	M.	D.	V.	I.	250	27	31	Yes.	Yes.	1,155			21 00	24 00	24 00	August 1.
495						E.	C.	M.									466						
496						E.	C.	M.									433						
497				4	40	E.	C.	M.		V.	I.	450	25	8			900			18 00	24 00	24 00	September, first Monday.
498	1,461			3	43	E.	C.	M.		V.							780			8 50	8 50	8 50	September, first Monday.
499						E.	C.	M.									430						
500				3	42	E.	C.	M.	D.		I.	50	5	3		Yes.	561	*c*126 00		5-7 00	24 00	24 00	August 21.
501					40	E.	C.	M.	D.	V.	I.						500						September, first Tuesday.
502						E.	C.	M.									239						
503	200		400	3	39	E.	C.	M.	D.	V.	I.	30	30	30	Yes.	Yes.	1,373	*c*165 00	*d*15 00				August, last Thursday.
504					40	E.	C.	M.	D.			87	13	2	Yes.	Yes.	700	9 00	160 00	21-27 00	10 00	15 00	September 3.
505				4	41	E.	C.	M.	D.	V.		107	61	48	Yes.	Yes.				24 00	31 00	33 00	September 9.
506				3	39	E.	C.	M.	D.	V.	I.	63	13	1	Yes.	Yes.	2,500	15 00	160 00	21-24 00	30 00	30 00	September 1.
507					42	E.	C.	M.	D.	V.		588	30	20		Yes.	953			Free	Free	Free	August, last Monday.
508						E.	C.	M.									234						
509						E.	C.	M.									977						
510					41	E.	C.	M.		V.	I.					Yes.	391	40 00	120 00	15-21 00	24 00	24 00	August, last Tuesday.
511						E.	C.	M.									423						
512						E.	C.	M.									109						
513				3	39	E.	C.	M.	D.	V.	I.					Yes.	252	*c*180 00		18 00	30 00	30 00	September, first Monday.
514				2-5	40	E.	C.	M.			I.	11	21	20	Yes.	Yes.	775			5 00	8 00	8 00	September, first week.
515				3	39	E.	C.	M.	D.		I.	99	13	8	Yes.	Yes.	1,135	7 50		24 00	30 00	30 00	August 20.
516				4	42	E.	C.	M.				1251	50	75	Yes.	Yes.	1,000	*c*210 00		15 00	27 00	27 00	September 1.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates— Since organization.	Graduates— In classical department since organization.	Graduates— In classical department, who have entered college since organization.	Number of years in course.	Number of weeks in scholastic year.	Character of course. E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing	V—Vocal music.	I—Instrumental music.	Students in— English branches.	Classical course.	Modern languages.	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses. Lodging.	Board.	English branches.	Classical course.	Modern languages.	Scholastic year begins—
517	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	516	.....	.....	.....	.....	.....	
518	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	183	.....	.....	.....	.....	.....	
519	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	322	.....	.....	.....	.....	.....	
520	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	484	.....	.....	.....	.....	.....	
521	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	69	.....	.....	.....	.....	.....	
522	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	108	.....	.....	.....	.....	.....	
523	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	.....	.....	.....	
524	.....	.....	.....	7	39	E.	C.	M.	D.	V.	I.	75	12	5	.....	Yes.	63	a$270 00	.....	.....	.....	.....	September, first Wednesday.
525	70	45	40	4	42	E.	C.	M.	D.	V.	I.	145	20	25	Yes.	Yes.	783	c125 00	d$20 00	.....	.....	.....	August 26.
526	.....	.....	.....	3	39	E.	C.	M.	D.	.....	I.	112	15	7	.....	.....	342	c150 00	.....	$19 50	$24 00	$21 00	September 2.
527	.....	.....	10	4–6	40	E.	C.	M.	D.	V.	I.	25	15	5	Yes.	.....	250	a400 00	d75 00	.....	.....	.....	September, second Tuesday.
528	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	650	.....	.....	.....	.....	.....	
529	.....	.....	.....	8	.....	.....	.....	.....	D.	V.	I.	.....	.....	.....	.....	.....	860	a250 00	.....	.....	.....	.....	
530	.....	.....	.....	10	46	E.	.....	M.	D.	V.	I.	150	.....	17	.....	Yes.	400	a220 00	.....	.....	.....	.....	September, first Monday.
531	.....	.....	.....	.....	44	E.	C.	M.	D.	.....	.....	160	50	160	.....	.....	.....	a250 00	.....	.....	.....	.....	September 9.
532	.....	.....	.....	5–7	40	E.	C.	M.	D.	.....	.....	50	50	40	Yes.	Yes.	.....	d190 00	.....	.....	.....	.....	September 16.
533	22	.....	.....	.....	40	E.	C.	M.	D.	V.	I.	223	41	63	.....	.....	1,200	a225 00	.....	.....	.....	.....	September, first Monday.
534	.....	.....	.....	.....	39	E.	C.	M.	D.	.....	.....	25	15	40	Yes.	.....	.....	c650 00	d550 00	.....	.....	.....	September 23.
535	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	325	.....	.....	.....	.....	.....	September, first Monday.
536	.....	.....	.....	4	40	E.	C.	M.	D.	.....	.....	69	12	17	.....	.....	.....	d132 00	.....	.....	.....	.....	September 16.
537	180	.....	.....	4	40	E.	C.	M.	D.	V.	I.	.....	.....	.....	Yes.	Yes.	.....	50 00	175 00	30 00	.....	30 00	September.
538	.....	.....	.....	3	42	E.	C.	M.	D.	.....	I.	.....	.....	.....	Yes.	Yes.	1,048	b147 00	.....	25 00	31 00	31 00	August 20.
539	15	15	4	3	39	E.	C.	M.	D.	V.	I.	80	20	4	Yes.	Yes.	400	.....	.....	24 00	30 00	30 03	September 3.
540	.....	.....	5	3	45	E.	C.	M.	D.	.....	I.	164	26	.....	.....	Yes.	843	a300 00	.....	24 00	30 00	15 50	September 1.
541	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	3,048	.....	.....	.....	.....	.....	
542	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	321	.....	.....	.....	.....	.....	
543	.....	.....	.....	3	40	E.	C.	M.	D.	V.	I.	129	9	6	Yes.	Yes.	300	c160 00	.....	24 00	27 00	27 00	September 2.
544	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	4,030	.....	.....	.....	.....	.....	
545	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 1.

546						E.	C.	M.									569						
547						E.	C.	M.									200						
548				7	42	E.	C.	M.		V.	I.	28	6	28		Yes.	1,090			27 00	36 00	36 00	August 14.
549						E.	C.	M.									1,130						
550						E.	C.	M.									632						
551				3	42	E.	C.	M.	D.	V.	I.	128	72		Yes.	Yes.	500	10–40 00	80–120 00	21 00	24 00	24 00	August 26.
552						E.	C.	M.									550						
553					42	E.	C.	M.								Yes.	300	*c*160 00		18 60	24 00	24 00	September, first Monday.
554	87	40	25	3–9	42	E.	C.	M.	D.			395	29	4	Yes.	Yes.	515			12–18 00	21 00	21 00	October 1.
555				3	39	E.	C.	M.		V.	I.	200	25	25	Yes.	Yes.	340	*c*138 00		20 00	24 00	24 00	August 28.
556				4	40	E.	C.	M.		V.		36	35	12		Yes.	400	*c*160 00		15 00	20 00	20 00	September, first Wednesday.
557						E.	C.	M.									417						
558	1	1	1	3	40	E.	C.	M.				52	25	20	Yes.	Yes.	1,000			18 00	24 00	30 00	September 2.
559						E.	C.	M.									219	(*c*)					
560				3		E.	C.	M.				52	6	2				*c*300 00		50 00	40 00	40 00	
561					39	E.	C.	M.	D.	V.	I.	94	34	40	Yes.	Yes.							September.
562				3	42	E.	C.	M.	D.	V.	I.	70	23	5		Yes.	1,300	21 00	126 00	21 00	24 00	24 00	August 23.
563				5	39	E.	C.	M.	D.	V.	I.				Yes.	Yes.	500	15 00	97 00	6 00	30 00	30 00	August 20.
564				3	42	E.	C.	M.	D.	V.	I.	33	44	44	Yes.	Yes.		*a*186 00					August 20.
565				3		E.				V.	I.					Yes.	100			24 00	6 00		
566				1	40	E.	C.	M.	D.	V.	I.	80	12	20			300	*c*200 00		20 00	20 00	20 00	September, first Monday.
567						E.	C.	M.									200						
568	188	188		4	40	E.	C.	M.	D.			52	113	42	Yes.	Yes.	5,800			Free	Free	Free	September, first Monday.
569	60	31	20	2–3	39	E.	C.	M.	D.	V.	I.	30	10	14	Yes.	Yes.	221	*c*125 00		21 00	24 00	24 00	September 1.
570						E.	C.	M.									940						
571						E.	C.	M.															
572						E.	C.	M.									630						
573						E.	C.	M.									510						
574				3	42	E.	C.	M.	D.	V.		190	5	30		Yes.	1,050			Free	Free	Free	September, first Monday.
575						E.	C.	M.									110						
576						E.	C.	M.															
577						E.	C.	M.									557						
578				6	42										Yes.	Yes.	800			Free.	Free.	Free.	August 28.
579						E.	C.	M.									652						
580					40	E.	C.	M.	D.		I.				Yes.			*a*500 00					September.
581						E.	C.	M.									1,711						
582				6	40	E.	C.	M.	D.	V.	I.	58	36	51		Yes.	500	*a*600 00					September.
583				3–4	40	E.	C.	M.	D.	V.			12	13		Yes.	800	*d*29 00					August.
584						E.	C.	M.									229						
585						E.	C.	M.									70						
586	94	54	40	3	42	E.	C.	M.	D.	V.	I.	45	25	19		Yes.	320	21 00	100 00	8 00	10 00	10 00	August 29.
587				4	40	E	C.	M.	D.	V.		110	70	30	Yes.	Yes.	150			Free.	Free.	Free.	September, first Monday.
588				8	45	E.	C.	M.		V.	I.	245	15	13		Yes.		*d*25 00					September, first Monday.
589						E.	C.	M.									146						
590						E.	C.	M.									1,563						
591	200	75	50	3	42	E.	C.	M.	D.	V.		97	10	12	Yes.	Yes.	598			Free.	Free.	Free.	September.
592						E.	C.	M.									438						
593						E.	C.	M.									455						
594				4	40	E.	C.	M.		V.		90	24	68	Yes.	Yes.	400			Free.	Free.	Free.	September, first Monday
595						E.	C.	M.									456						
596				3	42	E.	C.	M.	D.	V.	I.	60	34	8	Yes.	Yes.	540	21 00	168 00	24 00	30 00	30 00	August 21.
597			21	3	42	E.	C.			V.	I.	88	2		Yes.	Yes.	129						September 2.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates.			Number of years in course.	Number of weeks in scholastic year.	Character of course.						Students in—			Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses.					Scholastic year begins—
	Since organization.	In classical department since organization.	In classical department who have entered college since organization.			E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	English branches.	Classical course.	Modern languages.				Lodging.	Board.	English branches.	Classical course.	Modern languages.	
598						E.	C.	M.									1,500						
599	8			4	44	E.	C.		D.	V.	I.	41	5			Yes	671	*a*$176 00	*d*$30 00				September 1.
600						E.	C.	M.									1,100						
601						E.	C.	M.									1,855						
602					41	E.					I.	500					550		*d*32 00				August 26.
603						E.	C.	M.									224						
604						E.	C.	M.									113						
605	10	1		3	42	E.	C.	M.		V.	I.	34	37	4	Yes	Yes	1,299			$15 00	$21 00	$9 00	August, last Monday.
606					42	E.	C.									Yes	64	*d*18 00					September.
607		97	7		36	E.	C.					163	10		Yes	Yes	450			15 00	18 00		September, first Monday.
608						E.	C.	M.									553						
609				4	40	E.	C.	M.	D.		I.	30	20	20	Yes	Yes	600	*a*600 00					September, third Wednesday.
610				3–4	39	E.	C.	M.	D.	V.	I.	75	75		Yes	Yes	2,000	*c*200 00		24 00	36 00	40 00	August 28.
611			10	9	40	E.	C.	M.	D.	V.	I.	60	60	60	Yes	Yes	170	50 00	160 00	18 00	24 00	24 00	August 20.
612				3	42	E.	C.					162	18		Yes	Yes	463	40 00	130 00	24 00			October 1.
613						E.	C.	M.									681						
614					42	E.	C.	M.							Yes	Yes	444	*c*168 00		21 00	24 00	24 00	August.
615					39	E.	C.	M.	D.	V.	I.					Yes	150	10 00	100 00	18 00	21 00	21 00	August.
616						E.	C.	M.									943						
617						E.	C.	M.									250						
618						E.	C.	M.									576						
619					40	E.	C.	M.	D.			50	25	2			200		*b*10 00	25 00	40 00	8 00	October 1.
620						E.	C.	M.											120 00	35 00	50 00	50 00	July, last Wednesday.
621						E.	C.	M.											100 00	6–12 50	15–20 00	10 00	July, fourth Monday.
622						E.												10 00	100 00	16–20 00			January 1.
623				4		E.	C.	M.											80 00	20 00	30 00	30 00	January, first Wednesday.
624					40	E.	C.	M.				91	85	20				*c*165 00	*d*125 00				July 26.
625					40	E.	C.	M.				37	3						*b*10 00	20 00	5 00	5 00	January, first Monday.
626				4	40	E.	C.	M.				313	12	6		Yes			*b*20 00	Free.	Free.	Free.	October 2.

627	.....	.....	.....	4	40	E.	C.	.....	.....	.....	.....	68	14	....	Yes.	Yes.	1,000	*c*120 00	.....	30 00	40 00	.....	July 24.
628	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	125 00	30 00	10 00	10 00	January, first week.
629	.....	.....	.....	.....	35	E.	C.	.....	.....	V.	I.	280	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	October 1.
630	.....	.....	.....	.....	20	E.	C.	.....	.....	.....	.....	30	5	.....	.....	.....	.....	10 00	70 00	20 00	25 00	.....	January, first Monday.
631	18	.....	.....	3	39	E.	C.	M.	.....	V.	I.	178	69	15	Yes.	Yes.	900	.....	.....	19 50	24 00	12 00	August 13.
632	.....	.....	.....	.....	40	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	200	.....	160 00	24 00	30 00	16 00	September, first Monday.
633	.....	.....	.....	3	40	E.	C.	M.	.....	.....	.....	40	6	6	.....	Yes.	500	9 00	120 00	7 00	8 00	8 00	August 20.
634	.....	.....	.....	.....	39	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	Yes.	.....	*c*120 00	.....	25 00	30 00	35 00	July 1.
635	150	50	30	6	40	E.	C.	M.	D.	V.	.....	170	35	45	Yes.	Yes.	500	.....	.....	100 00	100 00	.....	September.
636	.....	.....	.....	4	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	65 00	65 00	20 00	September, third Monday.
637	373	14	12	4	41	E.	C.	M.	D.	V.	.....	83	41	171	Yes.	Yes.	.....	.....	.....	Free	Free	Free	September, first Monday.
638	.....	.....	.....	.....	44	E.	.....	M.	D.	V.	I.	.....	.....	.....	Yes.	Yes.	500	.....	.....	.....	.....	.....	September, first Monday.
639	.....	.....	.....	6	41	E.	C.	M.	D.	V.	I.	160	....	140	.....	.....	1,500	*c*250 00	.....	48 00	.....	20 00	September, first Tuesday.
640	.....	.....	.....	.....	40	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	54–90 00	.....	.....	June 24.
641	.....	.....	.....	.....	38	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*80 00 *a*125 00	.....	.....	.....	.....	June 2.
642	.....	.....	.....	2–4	40	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	350	.....	.....	20 00	30 00	12 00	September 4.
643	.....	.....	.....	.....	44	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*150 00 *a*175 00	.....	.....	.....	.....	
644	14	.....	.....	.....	39	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*125 00	.....	.....	.....	.....	
645	7	.....	.....	.....	39	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	150	*a*300 00 250 00	.....	.....	.....	.....	June 28.
646	.....	.....	.....	.....	24	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	200	*a*210 00 to225 00	.....	.....	.....	.....	
647	.....	.....	.....	.....	40	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	450	*a*125 00 200 00	.....	.....	.....	.....	
648	.....	.....	.....	.....	40	E.	C.	.....	.....	V.	I.	.....	.....	.....	.....	.....	.....	6 00	108 00	18 00	21 00	.....	August.
649	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*125 00 135 00	.....	.....	.....	.....	September 7.
650	.....	.....	.....	6	39	E.	C.	M.	D.	V.	I.	65	20	20	Yes.	Yes.	300	*c*195 00	*d*71 00	.....	.....	.....	September 9.
651	.....	.....	.....	.....	40	E.	C.	M.	D.	V.	I.	30	28	8	Yes.	Yes.	.....	*c*140 00	.....	21 00	24 00	24 00	September 5.
652	375	200	150	3	36	E.	C.	M.	....	V.	I.	17	5	....	.....	.....	500	18 00	108 00	30 00	36 00	20 00	September, first Tuesday.
653	.....	.....	.....	.....	40	E.	....	M.	.....	.....	.....	.....	.....	.....	Yes.	Yes.	300	*a*102 00	.....	.....	.....	.....	October 28.
654	.....	.....	.....	5	43	E.	....	M.	D.	V.	I.	270	....	270	.....	.....	400	*a*150 00	.....	.....	.....	.....	September, first Monday.
655	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	170	*a*125 00 *a*200 00	.....	.....	.....	.....	June 30.
656	120	.....	.....	4	39	E.	C.	M.	D.	V.	I.	102	70	5	Yes.	Yes.	1,500	*a*165 00	.....	.....	.....	.....	September.
657	.....	.....	.....	.....	38	E.	.....	.....	.....	.....	.....	41	.....	.....	.....	.....	.....	.....	.....	15 00	.....	.....	August.
658	.....	.....	.....	.....	38	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	400	*a*125 00 175 00	.....	.....	.....	.....	
659	9	.....	9	6	36	E.	C.	M.	D.	V.	I.	54	40	3	Yes.	Yes.	.....	72 00	108 00	50 00	66 00	30 00	September.
660	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,000	.....	.....	.....	.....	.....	June 21.
661	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
662	.....	.....	.....	3–4	40	E.	C.	....	D.	V.	....	117	40	....	.....	.....	500	*c*280 00	.....	18 00	18 00	18 00	September.
663	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	750	*a*130 00	.....	.....	.....	.....	June 21.
664	.....	.....	.....	8	40	E.	C.	.....	....	V.	I.	.....	.....	.....	.....	.....	.....	*a*250 00	.....	.....	.....	.....	September, first Monday.
665	.....	.....	.....	.....	41	E.	C.	M.	.....	V.	I.	.....	.....	.....	.....	Yes.	300	24 00	88 00	21 00	26 00	24 00	August.
666	.....	.....	.....	4	40	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	15 00	160 00	20–25 00	30 00	.....	September, first Monday.
667	.....	.....	.....	.....	40	E.	C.	M.	D.	.....	.....	9	4	....	.....	.....	250	*a*300 00	.....	.....	.....	.....	September 2.
668	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000	.....	.....	.....	.....	.....	

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates.			Number of years in course.	Number of weeks in scholastic year.	Character of course.						Students in—			Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses.					Scholastic year begins—
	Since organization.	In classical department since organization.	In classical department who have entered college since organization.			E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	English branches.	Classical course.	Modern languages.				Lodging.	Board.	English branches.	Classical course.	Modern languages.	
669	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,000	a$210 00 220 00	.....	.....	.....	.....	June 21.
670	.....	.....	.....	.....	28	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	a160 00 175 00	.....	.....	.....	.....	.....
671	.....	.....	.....	.....	44	E.	C.	.....	D.	V.	I.	.....	.....	.....	.....	.....	.....	a150 00	.....	.....	.....	.....	September, first Monday.
672	.....	.....	.....	.....	40	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	205	a75 00 240 00	.....	.....	.....	.....	.....
673	.....	.....	1	3	39	E.	C.	M.	.....	V.	I.	57	32	2	.....	Yes.	300	b1 00	$117 00	$24 00	$30 00	.....	Sept., second Wednesday.
674	57	18	.....	3	41	E.	C.	M.	.....	V.	I.	69	.....	.....	Yes.	Yes.	510	.....	.....	25 00	.....	.....	June.
675	146	.....	.....	6	39	E.	C.	M.	D.	V.	I.	85	.....	17	Yes.	Yes.	2,000	c160 00	.....	34–45 00	.....	$26 00	September 7.
676	8	7	4	6	40	E.	C.	M.	D.	V.	I.	41	35	8	Yes.	Yes.	1,200	a300 00	.....	50 00	60 00	30 00	September, first Monday.
677	.....	.....	.....	1	44	E.	C.	M.	.....	V.	I.	53	6	22	.....	.....	80	.....	.....	.....	.....	.....	August, third Monday.
678	.....	.....	.....	5	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	500	25 00	150 00	30 00	12 04	12 00	August, fourth Monday.
679	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	.....	.....	.....	.....	.....	September 1.
680	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	.....	.....	d25 00	.....	.....	.....
681	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	a300 00	.....	.....	.....	.....	September, first Wednesday.
682	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	d25 00	.....	.....	.....
683	.....	.....	.....	.....	40	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	c120 00	.....	20–24 00	28 00	.....	October 28.
684	.....	.....	9	3-4	44	E.	C.	M.	D.	V.	I.	62	10	5	Yes.	Yes.	1,000	c132 00	d30 00	.....	.....	.....	August, first Wednesday.
685	.....	.....	.....	.....	43	E.	C.	M.	D.	V.	I.	89	3	13	.....	.....	200	c130 00	.....	12–30 00	25–30 00	5 00	August 5.
686	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	500	.....	.....	d40 00	.....	.....	.....
687	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	1,200	.....	.....	.....	.....	.....	.....
688	.....	.....	.....	4	.....	E.	C.	M.	D.	V.	I.	22	18	.....	Yes.	Yes.	300	c260 00	d95 00	.....	.....	.....	September 4.
689	600	350	300	3	40	E.	C.	M.	D.	V.	I.	37	25	7	.....	.....	900	20 00	120 00	20 00	30 00	10 00	September, first Wednesday.
690	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	.....	.....	.....	.....	.....	September, first Monday.
691	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 1.
692	.....	.....	.....	.....	.....	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	b210 00	.....	.....	.....	.....	September, first Monday.
693	.....	200	100	3	40	E.	C.	M.	D.	V.	I.	60	5	12	Yes.	Yes.	3,000	c225 00	.....	25 00	25 00	40 00	September, first Monday.
694	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	Yes.	Yes.	500	.....	.....	d30 00	.....	.....	.....
695	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	d20 00	.....	.....	.....

696	.....	.....	.....	9	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	200 00	35 00	72 00	75 00	September, first week.
697	.....	.....	.....	.....	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	500	.....	.....	.....	.....	.....	
698	.....	.....	.....	.....	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	*d*25 00	.....	.....	.....	
699	.....	.....	.....	.....	....	E.	C.	M.	....	....	....	....	....	....	.....	.....	.....	.....	*d*30 00	.....	.....	.....	
700	.....	.....	.....	42	E.	C.	M.	D.	V.	I.	....	....	....	Yes.	Yes.	5,000	.....	.....	.....	.....	.....	.....	August, last week.
701	.....	.....	.....	41	E.	C.	M.	D.	V.	I.	100	25	15	Yes.	Yes.	1,000	*a*258 00	.....	.....	.....	.....	.....	September 3.
702	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	September.
703	11	.....	.....	11	44	E.	....	M.	D.	V.	I.	....	....	....	....	.....	300	.....	.....	.....	.....	.....	September, first Monday.
704	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
705	.....	.....	.....	.....	40	E.	C.	M.	D.	....	....	47	16	7	.....	Yes.	100	.....	.....	130 00	130 00	20 00	September, first Monday.
706	.....	.....	.....	3	44	E.	.....	.....	D.	V.	....	....	....	....	Yes.	Yes.	150	.....	.....	.....	.....	.....	January 1.
707	.....	.....	.....	.....	....	E.	....	M.	....	....	....	....	....	....	....	.....	.....	.....	.....	40 00	.....	.....	September, first Monday.
708	.....	.....	.....	.....	....	E.	C.	M.	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	Middle of September.
709	.....	.....	.....	.....	....	E.	....	....	....	....	....	....	....	....	....	.....	250	.....	135 00	.....	.....	.....	September, first Monday.
710	.....	.....	.....	.....	....	E.	C.	M.	....	....	....	....	....	....	....	.....	.....	.....	.....	*d*30 00	.....	.....	
711	.....	.....	.....	.....	....	E.	C.	M.	....	....	....	....	....	....	....	.....	4,300	.....	.....	*d*27 00	.....	.....	
712	.....	.....	.....	3	....	E.	C.	....	....	....	....	....	....	....	....	.....	200	.....	120 00	40 00	10 00	.....	August 29.
713	.....	.....	.....	.....	....	E.	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	8 00	.....	.....	September, first week.
714	.....	.....	.....	.....	....	E.	C.	M.	....	....	....	....	....	....	....	.....	.....	.....	.....	*d*30 00	.....	.....	
715	.....	.....	.....	.....	40	E.	....	M.	D.	V.	I.	....	....	....	....	Yes.	1,800	*a*250 00	.....	.....	.....	.....	September, first Wednesday.
716	.....	.....	.....	3	....	E.	C.	M.	....	....	....	....	....	....	....	.....	200	*b*160 00	.....	36 00	45 00	16 00	August 28.
717	.....	.....	.....	.....	36	E.	C.	M.	D.	V.	I.	....	....	....	Yes.	Yes.	200	*a*200 00	.....	.....	.....	.....	October 1.
718	.....	.....	.....	10	40	E.	C.	M.	D.	V.	I.	450	20	40	.....	.....	.....	*d*24 00	.....	.....	.....	.....	September, first Monday.
719	.....	.....	.....	4	....	E.	C.	M.	....	....	....	....	....	....	....	.....	3,000	.....	152 00	32 00	40 00	23 00	August 24.
720	.....	.....	.....	.....	....	E.	C.	M.	....	....	....	....	....	....	....	.....	50	.....	125 00	25 00	40 00	40 00	September 18.
721	.....	.....	.....	4	....	E.	C.	M.	....	....	....	....	....	....	....	.....	500	.....	.....	40 00	10 00	10 00	August, fourth Monday.
722	.....	.....	.....	4	....	E.	C.	M.	....	....	....	....	....	....	....	.....	50	.....	.....	Free	Free	Free	September, first Wednesday.
723	.....	.....	.....	3	....	E.	C.	M.	....	....	....	....	....	....	....	.....	1,500	.....	180 00	.....	36 00	36 00	August 21.
724	45	42	15	2–4	41	E.	C.	M.	D.	V.	I.	....	....	....	Yes.	Yes.	500	16 00	125 00	24 00	32 00	32 00	August, last Monday.
725	.....	.....	.....	4	....	E.	C.	M.	D.	....	....	....	....	....	Yes.	Yes.	2,500	*a*320 00	.....	.....	.....	.....	
726	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	1,000	.....	.....	.....	.....	.....	September, first Monday.
727	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
728	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
729	11	8	7	4	40	E.	C.	....	D.	V.	....	87	22	....	.....	.....	175	.....	.....	8	8	.....	October 1.
730	.....	.....	.....	5	....	E.	C.	M.	....	....	....	....	....	....	....	.....	.....	.....	130 00	30 00	30 00	30 00	September, first Monday.
731	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	200	.....	.....	.....	.....	.....	September 1.
732	.....	.....	.....	.....	40	E.	C.	M.	....	V.	....	45	3	1	.....	.....	100	.....	.....	24 00	12 00	12 00	September, first week.
733	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	80	.....	.....	.....	.....	.....	September, first Monday.
734	.....	.....	.....	4	35	E.	.....	.....	D.	V.	I.	214	....	....	....	.....	.....	.....	.....	.....	.....	.....	September 1.
735	.....	.....	.....	.....	40	E.	C.	M.	D.	V.	I.	....	....	....	....	.....	.....	*c*300 00	.....	35 00	52 00	20 00	September.
736	.....	.....	.....	5	....	E.	C.	M.	....	....	....	....	....	....	....	.....	.....	.....	.....	50 00	.....	10 00	September, first Monday.
737	.....	.....	.....	2	43	E.	....	M.	D.	V.	I.	50	....	35	.....	.....	200	*a*300 00	*d*30–60 00	.....	.....	.....	September 1.
738	20	.....	.....	4	42	E.	C.	M.	D.	V.	I.	40	10	5	Yes.	Yes.	.....	.....	*b*15 00	180 00	200 00	200 00	February, second Monday.
739	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	
740	.....	.....	.....	.....	36	E.	.....	.....	.....	V.	I.	95	3	....	.....	.....	.....	.....	.....	9 00	.....	.....	October 1.
741	.....	.....	.....	4	40	E.	C.	M.	D.	V.	I.	68	6	15	.....	.....	500	.....	.....	60 00	.....	20 00	September, first Monday.
742	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	
743	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	September 15.
744	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	
745	200	.....	.....	3	42	E.	C.	....	D.	V.	I.	40	38	....	Yes	Yes.	600	11–25 00	*b*13 00	25 00	21 00	.....	August 20.
746	27	16	10	3–4	41	E.	C.	M.	D.	V.	I.	80	40	20	Yes.	Yes.	160	20 00	140 00	24 00	6 00	6 00	September, first Wednesday.
747	.....	.....	.....	3	33	E.	.....	.....	.....	.....	I.	134	.....	.....	.....	.....	.....	*c*132 00	.....	12 00	.....	.....	Fall.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1872—Continued.

Number.	Graduates—			Number of years in course.	Number of weeks in scholastic year.	Character of course.						Students in—			Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Number of volumes in library.	Average annual expenses.					Scholastic year begins—
	Since organization.	In classical department since organization.	In classical department who have entered college since organization.			E—English branches.	C—Classical course.	M—Modern languages.	D—Drawing.	V—Vocal music.	I—Instrumental music.	English branches.	Classical course.	Modern languages.				Lodging.	Board.	English branches.	Classical course.	Modern languages.	
748	.....	.....	.....	.....	36	E.	C.	M.	.....	.....	.....	50	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	March.
749	4	4	.....	.....	40	E.	C.	M.	D.	V.	I.	24	15	14	.....	.....	500	$c240 00	.....	$40 00	$20 00	$20 00	October 2.
750	.....	.....	.....	5	43	E.	C.	M.	D.	.....	I.	186	5	.....	Yes.	Yes.	1,100	.....	.....	20 00	28 00	28 00	September 2.
751	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 00	21 00	21 00	September 5.
752	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*275 00	.....	.....	.....	.....	
753	500	400	28	3	43	E.	C.	M.	D.	V.	I.	40	38	4	Yes.	.....	3,115	*a*410 00	.....	.....	.....	.....	September, first Wednesday.
754	.....	.....	.....	4	40	E.	C.	M.	D.	V.	I.	115	21	19	Yes.	Yes.	1,000	*c*300 00	.....	32–40 00	20 00	20 00	September, first Thursday.
755	.....	.....	.....	4	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	200	.....	.....	20 00	25 00	30 00	September 7.
756	.....	.....	.....	.....	40	E.	C.	M.	D.	V.	I.	.....	.....	.....	.....	.....	.....	*c*120 00	.....	13 00	20 00	.....	September 1.
757	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
758	.....	.....	.....	2–3	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	3,000	39 00	$117 00	21 00	6 00	6 00	August, third Thursday.
759	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	150	*b*1,200 00	.....	.....	.....	.....	September 1.
760	.....	.....	.....	.....	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
761	.....	.....	.....	3–4	34	E.	C.	M.	D.	.....	I.	115	22	5	Yes.	Yes.	100	*c*120 00	.....	21 00	21 00	21 00	August, third Wednesday.
762	.....	.....	.....	4	36	E.	C.	M.	D.	V.	I.	120	10	.....	Yes.	Yes.	100	.....	108 00	18 00	24 00	18 0	March 4.
763	.....	.....	.....	3–4	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	900	.....	180 00	21 00	26 00	12 00	August 23.
764	.....	.....	.....	..	36	E.	C.	.....	D.	.....	I.	.....	.....	.....	.....	.....	.....	*c*144 00	.....	12 00	15 00	.....	September, first Tuesday.
765	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	April 1.
766	.....	.....	.....	3	.....	E.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	120 00	2 50	.....	.....	October 6.
767	1,000	300	100	3	33	E.	C.	.....	D.	V.	I.	125	50	.....	Yes	Yes.	500	.....	.....	15 00	24 00	.....	September, first Wednesday.
768	.....	.....	.....	.....	35	E.	C.	M.	D.	.....	I.	75	24	.....	Yes	Yes.	25	*c*120 00	.....	18 00	24 00	9 00	August 19.
769	.....	.....	.....	.....	43	E.	C.	M.	D.	.....	I.	106	30	6	Yes.	Yes.	.....	*c*129 00	.....	12 00	16 00	8 00	September, first Tuesday.
770	.....	.....	.....	.....	40	E.	C.	M.	D.	V.	I.	6	6	3	.....	.....	.....	*a*400 00	.....	.....	.....	.....	September 4.
771	11	7	3	3–4	39	E.	C.	M.	D.	V.	I.	56	26	41	Yes	.....	1,500	.....	.....	21 00	24 00	6 00	September 1.
772	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	.....	.....	.....	.....	.....	September, first Tuesday.
773	.....	.....	.....	.....	.....	E.	C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	16 00	6 00	.....	.....	
774	.....	.....	.....	3	.....	E.	C.	M.	.....	V.	I.	.....	.....	.....	.....	Yes	1,000	*a*235 00	.....	.....	.....	.....	August 26.
775	4	3	1	3–4	38	E.	C.	M.	D.	V.	I	165	30	10	Yes.	Yes	184	*c*133 00	.....	15 00	18 00	18 00	September 3.
776	.....	.....	.....	.....	.....	E.	C	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 1.
777	.....	.....	.....	.....	.....	E.	C.	M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20 00	28 00	28 00	August, last Monday.

778					40																	
779																200						September, first Monday.
780					36											100		*b*36				
781				3	40	E.	C.				94	26										September 1.
782					40													*b*17 75				
783				8		E.	C.	M.								300	13 50	90 00	35 00	50 00	20 00	September 15.
784					42	E.	C.	M.			65	11	2						Free.	Free.	Free.	October, first Monday.
785					32																	
786				3–5	41	E.	C.	M.			I.	91	23	12			*a*215 00					September, first Thursday.
787				4	40	E.	C.					24	16				15 00	45 00	25 00	30 00		September.
788				5	40	E.	C.	M.	D.								*c*120 00		20–30 00	40 00		January 10.
789				5–6	40	E.	C.	M.											60 00			September.
790					43	E.						46										October 1.
791	500			6	43	E.		M.		V.	I.	100		20		100			50 00		20 00	September 1.
792	10			7	42	E.	C.	M.	D.	V.	I.	70	10	15		700	*c*200 00		24–34 00	14 00	14 00	September, first Monday.
793					36																	
794	3				40	E.			D.	V.	I.	130				150						September, first Monday.
795					16																	
796																						
797																50						August 22.
798						E.		M.											12–40 00		20 00	September, first Monday.
799					40	E.	C.					355	32									September.
800	37			4	40	E.	C.	M.		V.	I.					800	*c*180 00		30–36 00		20 00	September, first Wednesday.
801					40	E.		M.		V.	I.	159		37		300			24 00		20 00	September, first Monday.
802	12	10		3	38	E.	C.	M.			I.	152	5	2	Yes.	Yes.	200	*c*114 00		12 00	22 00	22 00	September.
803																				17–27 00		
804					44	E.	C.	M.	D.	V.		334	36	300	Yes.	Yes.						August 15.
805	28	23	16	4	40	E.	C.	M.	D.	V.				30		Yes.			60 00	72 00	20 00	September, first Monday.
806						E.	C.	M.		V.	I.							*b*12 00	25 00	30 00	30 00	
807				5	44	E.	C.	M.	D.	V.	I.	30	5	30		2,000	*a*200 00					September, first Monday.
808					40	E.	C.	M.											30 00	36 00	36 00	September.
809				9	42	E.	C.	M.		V.	I.	196	121			Yes.	6,000	*a*160 00				September.
810				3–4	40	E.	C.	M.														September.

e From report of the State superintendent of public instruction.
f From report of the State superintendent of common schools.

List of institutions for secondary instruction from which no information has been received.

CALIFORNIA.

Sacred Heart College	San Francisco.

CONNECTICUT.

Episcopal Academy	Cheshire.
Suffield Academy	Suffield.

FLORIDA.

Boys' High School	Tallahassee.

ILLINOIS.

Dixon Seminary	Dixon.
Henry Female Seminary	Henry.

MICHIGAN.

Union School	Ann Arbor.

NEW HAMPSHIRE.

Dublin High School	Dublin.

NEW YORK.

Saint Joseph's School	Albany.
Saint Mary's School for Girls	Albany.
Andes Collegiate Institute	Andes.
Angelica Academy	Angelica.
Saint Philomena's School	Brooklyn.
Canajoharie Academy	Canajoharie.
Chester Academy	Chester.
Chili Seminary	Chili.
Covington Academy	Covington.
Coxsackie Academy	Coxsackie.
Sisters of Saint Mary's Select School	Elmira.
Gerrard Institute	Florida.
Farmers' Hall Academy	Goshen.
Institute of Merey	Greenbush.
Saint Joseph's Literary Institute	Jackson.
Kinderhook Academy	Kinderhook.
Free School of Sacred Heart	Manhattanville.
Newton Collegiate Institute	Newton.
Spencertown Academy	Spencertown.
Saint Joseph's Provincial Seminary	Troy.
Utica Female Academy	Utica.
Walworth Academy	Walworth.

OHIO.

Decamp Institute	Downington.
Martinsburgh Seminary	Martinsburgh.
New Plymouth Academy	New Plymouth.
Twinsburgh Institute	Twinsburgh.
Springfield Female Seminary	Springfield.
Williams Centre Academy	Williams Centre.

PENNSYLVANIA.

Germantown Public School	Philadelphia.
Sisters of the Immaculate Heart of Mary	Philadelphia.
Hill Boarding School	Pottstown.

VERMONT.

Albany Academy	Albany.
Alburgh Springs Academy	Alburgh Springs.
Bristol Literary and Scientific Institution	Bristol.
West Charlestown Academy	Charlestown.
Coventry Academy	Coventry.
Craftsbury Academy	Craftsbury.
Enosburgh Academy	Enosburgh.
Essex Classical Institute	Essex Centre.
Academical Institute	Franklin.
Georgia Academy	Georgia.
Orleans Liberal Institute	Glover.
Essex County Grammar School	Guildhall.
Hardwick Seminary	Hardwick.
Hinesburgh Academy	Hinesburgh.
Holland Academy	Holland.
Londonderry Academy	Londonderry.
West River Academy	Londonderry.
Newbury Seminary	Newbury.
Beeman Academy	New Haven.
Northfield Institute	Northfield.
Norwich Classical and English Boarding School	Norwich.
Ripley, Vermont, Boys' Home	Poultney.
Oak Grove Seminary	Pownal.
Royalton Academy	Royalton.
Newton Academy	Shoreham.
Green Mount Perkins Institute	S. Woodstock.
Saint Johnsbury Academy	Saint Johnsbury.
Swanton Falls Academy	Swanton.
Ireland and Gray Seminary	Townshend.
Green Mountain Academy	Underhill Centre.
Underhill Institute	Underhill Flats.
Williston Academy	Williston.
Glenwood Ladies' Seminary	West Brattleboro.

TABLE VII.—*Summary of examinations for admission to the United States Military and Naval Academies for the year 1872.*

States and Territories.	U. S. NAVAL ACADEMY.										U. S. MILITARY 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	2	1	1	..	..	1	..	1	..	..	5	1	4	2	..	..	1	..	1	1
Arkansas	1	1	..	..	..	..	..	..	..	..	3	2	1	1	..	..	..	..	..	..
California	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..
Connecticut	1	1	..	..	..	..	..	..	..	..	4	2	2	2	..	..	..	..	..	..
Delaware	1	..	1	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Florida	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..
Georgia	7	4	3	..	1	1	3	3	1	..	5	3	2	2	..	..	..	..	..	..
Illinois	4	3	1	..	1	1	1	1	1	..	7	6	1	..	..	1	..	1	1	..
Indiana	5	2	3	..	..	3	..	1	2	..	6	3	3	2	..	..	1	..	..	1
Iowa	2	1	1	..	..	..	1	..	1	..	2	2	..	..	..	..	..	..	..	..
Kansas	2	1	1	..	..	1	..	1	..	..	2	1	1	..	..	1	..	..	1	1
Kentucky	4	2	2	..	..	2	2	2	2	..	2	1	1	1	..	..	..	..	..	..
Louisiana	2	1	1	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Maine	2	1	1	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Maryland	3	3	..	..	..	..	..	..	..	..	7	3	4	..	..	1	1	3	3	1
Massachusetts	2	2	..	..	..	..	..	..	..	..	5	3	2	2	..	..	..	..	..	..
Michigan	1	1	..	..	..	..	..	..	..	..	3	2	1	..	..	..	..	1	..	..
Minnesota	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..
Mississippi	2	1	1	..	..	1	1	1	1	..	1	1	..	..	..	..	..	..	..	..
Missouri	2	1	1	..	..	1	1	..	..	..	4	2	2	..	..	1	1	1	1	1
Nebraska	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nevada	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
New Hampshire	..	..	..	..	..	..	..	..	..	..	3	2	1	..	..	1	..	1	1	..
New Jersey	1	1	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..
New York	14	9	5	..	..	3	5	3	3	..	18	13	5	..	..	4	2	3	2	1
North Carolina	3	2	1	..	..	..	1	1	..	..	5	1	4	2	..	2	1	2	1	1
Ohio	12	8	4	1	..	1	1	1	2	..	11	8	3	1	..	1	1	..	..	1
Oregon	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pennsylvania	16	8	8	..	..	5	8	4	3	..	17	9	8	4	..	1	1	3	3	3
Rhode Island	1	..	1	..	..	..	1	..	..	..	2	2	..	..	..	..	..	..	..	..
South Carolina	2	2	..	..	..	..	..	..	..	..	3	2	1	..	..	1	1	1	1	1
Tennessee	2	1	1	1	..	..	..	..	..	..	7	3	4	..	..	4	1	1	..	2
Texas	6	1	5	..	..	2	5	3	2	..	1	1	..	..	..	..	..	..	..	..
Vermont	3	1	2	..	1	2	2	1	1	..	1	1	..	..	..	..	..	..	..	..
Virginia	7	4	3	..	..	..	3	..	..	..	3	2	1	..	..	..	1	..	..	1
West Virginia	2	1	1	..	..	1	1	1	..	..	1	..	1	..	..	..	..	..	1	..
Wisconsin	4	2	2	..	..	2	2	1	1	..	1	1	..	..	..	..	..	..	..	..
Arizona	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..
Colorado	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Dakota	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..
District of Columbia	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Idaho	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Montana	..	..	..	..	..	..	..	..	..	..	2	1	1	1	..	..	..	..	..	..
New Mexico	1	..	1	..	..	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..
Utah	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Washington	1	..	1	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Wyoming	1	1	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..
Foreign	*2	2	..	..	..	..	..	..	..	..	†5	3	2	1	..	1	..	1	..	..
At large	29	20	9	..	..	3	8	6	6	..	10	9	1	..	..	1	..	..	1	..
Total	152	91	61	2	3	31	51	32	27	..	149	95	54	20	..	19	11	18	17	15

* Japanese students.

† The figures under this head are also included in the States to which they respectively belong, and to avoid counting them twice are not included in the total.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872, *from replies to inquiries by the United States Bureau of Education.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Professors and instructors.						Number of students unclassified.	Preparatory department.							
							Whole number of faculty.	Resident professors.	Non-resident professors.	Instructors.	Tutors.	Endowed professorships.		Number of instructors.	Students.			Preparing for—			
															Total.	Male.	Female.	Collegiate course.		Scientific course.	
																		Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Southern University	Greensborough, Ala.	....	....	Methodist Episcopal	Rev. A. S. Andrews, D. D.	13	..	..	....	....	....	120	....	....	....	....	....	....	....	....
2	Howard College	Marion, Ala	1837	1837	Baptist	Col. J. T. Murfee	10	10	..	....	....	0	....	1	40	40	....	....	....	....	....
3	Saint Joseph's College	Spring Hill, Ala.	1832	1829	Roman Catholic	Rev. J. Montillot, S. J	16	16	0	9	0	0	....	....	....	....	....	....	....	....	....
4	Talladega College	Talladega	1869	1869	Am. Mis. Association	A. A. Safford, prin	1	1	..	7	....	....	....	5	90	48	42	6	1	....	....
5	University of Alabama	Tuscaloosa, Ala.	....	1831	None	Nathaniel T. Lupton, A. M.	11	11	0	0	0	11	....	0	0	0	0	....	....	....	....
6	Cane Hill College	Boonsborough, Ark	1852	1868	Cumberland Presby'tn	Rev. F. R. Earle, A. M.	3	3	..	....	....	....	....	3	85	85	....	....	....	....	....
7	Saint John's College	Little Rock, Ark.	....	1857	Masonic	O. C. Gray, A. M.	4	3	1	....	2	....	....	2	102	102	....	....	....	....	....
8	Missionary College of St. Augustine.	Benicia, Cal	1868	1868	Protestant Episcopal	Rev. W. P. Tucker, A. M	5	4	1	8	2	0	....	4	65	65	....	65	....	....	....
9	Saint Vincent's College	Los Angeles, Cal	1869	1867	Roman Catholic	Rev. Jas. McGill, C. M.	4	4	..	4	....	....	....	4	45	45	....	....	....	....	....
10	University of California	Oakland, Cal	....	1855	State	Prof. D. C. Gilman, A. M.	18	..	..	....	....	....	59	....	149	....	....	....	....	....	....
11	Saint Ignatius College	San Francisco, Cal.	1859	1855	Roman Catholic	Rev. Jos. Bayma, S. J.	19	11	8	....	....	....	....	6	300	300	....	....	....	....	....
12	Saint Mary's College	do	1872	1863	do	Brother Justin	12	8	4	10	....	....	....	10	200	200	....	72	....	128	....
13	University College	do	1863	1859	Presbyterian	Rev. Wm. Alexander, D. D.	23	23	..	3	2	....	....	3	90	90	....	17	....	13	....
14	Franciscan College	Santa Barbara, Cal.	....	1868	Roman Catholic	Rev. Jos. J. O'Keefe, O. S. F.	9	6	0	6	2	....	....	3	40	40	....	....	....	....	....
15	Santa Clara College	Santa Clara, Cal.	1855	1851	Catholic	Rev. A. Varsi	10	6	4	8	8	0	....	3	80	80	....	....	....	....	....
16	University of the Pacific	San José, Cal	1852	1852	Methodist Episcopal	Rev. A. S. Gibbons, A. M	5	5	..	7	2	....	....	....	....	....	....	....	....	....	....
17	Pacific Methodist College	Santa Rosa, Cal.	1862	1861	Methodist Epis., South	A. L. Fitzgerald, A. M	9	6	0	....	0	....	....	3	110	50	60	....	....	....	....
18	College of Our Lady of Guadalupe.*	Santa Inez, Cal	....	1844	Roman Catholic	Bro. Pascual Dovan, O. S. F.	3	2	1	3	2	0	....	1	10	10	....	10	....	10	....
19	California College	Vacaville, Cal.	1871	1870	Baptist	M. Bailey, A. M	4	..	..	....	....	....	68	....	....	....	....	....	....	....	....
20	Hesperian College	Woodland, Cal.	1869	....	Christian	J. N. Pendegast	6	..	..	....	....	....	....	2	40	....	....	....	....	....	....
21	Trinity College	Hartford, Conn.	1823	1823	Protestant Episcopal	Rev. A. Jackson, D. D., LL. D.	17	8	9	....	....	4	....	....	....	....	....	....	....	....	....

22	Wesleyan University	Middletown, Conn.	1831	1831	Methodist	Jos. Cummings, D. D., LL. D	13	7	2	2		7											
23	Yale College	New Haven, Conn.	1701	1700	Congregational	Rev. Noah Porter, D.D., LL.D	57	52	16	5	16	4											
24	Delaware College	Newark, Del	1867	1870	State	Wm. H. Purnell, A. M	5	5	2	2	1			10	93	45	48						
25	Bowdon College	Bowdon, Ga	1857	1856	None	Rev. F. H. M. Henderson, A.B	3	3			1												
26	University of Georgia	Athens, Ga		1801	State	Rev. A. A. Lipscomb, D. D., LL. D., Chancellor.	12					7		55	55								
27	Oglethorpe University	Atlanta, Ga	1835	1835	Presbyterian	Rev. David Wills, D. D	5	5															
28	Mercer University*	Macon, Ga		1838	Baptist	Rev. A. J. Battle	5																
29	Emory College	Oxford, Ga	1837	1838	Methodist Epis., South	Rev. O. L. Smith, D. D	6	6		6				1	50	50							
30	Abingdon College	Abingdon, Ill	1855	1855	Christian	J. W. Butler, A. M	8		0	9	1	0											
31	Illinois Wesleyan University.	Bloomington, Ill	1854	1857	Methodist Episcopal	Rev. O. S. Munsell, D. D	10	10	0	10	0	3		5	175	135	40						
32	Saint Viaturs College*	Bourbonnais Grove, Ill.		1866	Roman Catholic	Rev. P. Beaudoin	13	13															
33	Blackburn University	Carlinville, Ill	1838	1867	Presbyterian	Rev. J. W. Bailey, D. D	7	7		7		5		5	196	144	52	9	41	12	103	40	
34	Chicago University*	Chicago, Ill		1859	Baptist	Rev. J. C. Burroughs, D. D., LL. D.	13			3	2		52		154								
35	Saint Ignatius College	do	1870	1870	Catholic	Rev. F. Coosemans	10	10	0	6	2	0		2	23	23							
36	Saint Aloysius College*	East St. Louis, Ill		1868	Roman Catholic	Rev. F. H. Zahel, D.D., D.C.L	4						50										
37	Eureka College	Eureka, Ill		1852	Christian	A. M. Weston, acting	7						128										
38	Northwestern University	Evanston, Ill	1851	1854	Methodist	C. H. Fowler, D. D	11	8	0	3	0	1		8	306	196	110	100	1	100	25		
39	Freeport College	Freeport, Ill	1872	1872	Presbyterian	Rev. W. D. F. Lummis, A. M	5	5		5				5	60	30	30						
40	Lombard University	Galesburgh, Ill	1857	1857	Universalist	Rev. Wm. Livingston, A. M	5	4	1	8				6	101	62	39	11	9				
41	Knox College*	do		1841	Congregational		15								127								
42	Illinois College	Jacksonville, Ill	1835	1830	do	Rev. J. M. Sturtevant, D. D	13	6	2	3	2	4		4	234	234							
43	McKendree College	Lebanon, Ill	1835	1828	Methodist Episcopal	Rev. R. Allyn, D. D	6	6	0	6	0	0		3	126	103	23						
44	Lincoln University	Lincoln, Ill	1866	1866	Cumb'd Presbyterian	Rev. J. C. Bowdon, D. D	7	4	1	6	1	5		4	87	47	40	20	15	16	12		
45	Monmouth College	Monmouth, Ill	1857	1856	United Presbyterian	Rev. D. A. Wallace, D.D., LL.D	9		3					7	140	65	75						
46	Northwestern College	Naperville, Ill	1865	1861	Evangelical Associat'n	Rev. A. A. Smith, A. M	8	5	1	7	1			5	128	88	40	15		4	13		
47	Augustana College	Paxton, Ill	1865	1860	Evangelical Lutheran	Rev. T. N. Hasselquist	4	4				2		2	23	23		20					
48	Saint Joseph's Ecclesiastical College.	Teutopolis, Ill		1862	Catholic	Very Rev. P. M. Klosterman, O. S. F.	9	6			3												
49	Shurtleff College	Upper Alton, Ill	1835	1835	Baptist	Rev. A. A. Kendrick, D. D	12	12	0			6		3	103	71	32	71	32				
50	Westfield College	Westfield, Ill	1865	1867	Unit'd Breth'n in Christ	Rev. S. B. Allen, A. M	5	5	0	7	0	0			174	110	64	9	1				
51	Wheaton College	Wheaton, Ill	1861	1855	Congregational	Rev. J. Blanchard, A. M	10	8	2	15	2	3			22	19	3						
52	Salem College*	Bourbon, Ind		1870	Baptist	O. W. Miller, A. M	9																
53	Indiana University	Bloomington, Ind	1828	1823	None	Rev. Cyrus Nutt, D. D	24	21	0		1				0								
54	Wabash College	Crawfordsville, Ind	1834	1834	Presbyterian	Rev. J. F. Tuttle, D. D	8	8		8				5	142	142		46		40			
55	Concordia College*	Fort Wayne, Ind		1850	Lutheran	Rev. W. Sihler, Ph. B	4								60	60							
56	Ft. Wayne Coll., (1871-'2)	do		1846	Methodist Episcopal	Rev. Levi Beers, A. B	7			7			118		29	23	6	23	6				
57	Franklin College	Franklin, Ind		1872	Baptist	William T. Stott	3	3		4	1			4	24	19	5						
58	Indiana Asbury Univ	Greencastle, Ind	1835	1835	Methodist Episcopal	Rev. R. Andrews, D. D	9	9			1	7	196										
59	Hanover College	Hanover, Ind	1833	1833	Presbyterian	Rev. G. C. Hickman, D. D	7	7		2	1	3		2	44	41		26		18			
60	Hartsville University	Hartsville, Ind	1851	1851	United Brethren	J. W. Scribner, A. M	7	5	0	9	0			3	110	75	35	15	2	30	10		
61	Northw'n Christian Univ.	Indianapolis, Ind	1850	1854	Christian	W. F. Black, A. M	15	15			2	2		4	100	60	40	40	30	20	10		
62	Howard College	Kokoma, Ind		1869	None	John O. Hopkins, A. B., act'g	5			4													
63	Union Christian College	Merom, Ind	1859	1858	Christian	Rev. T. Holmes, D. D	4	4		7			6	3	147	99	48	13	3	18	7		
64	Moore's Hill College	Moore's Hill, Ind	1854	1854	Methodist Episcopal	Rev. F. A. Hester, D. D	5	5		5			46		130	86	44	8	1	78	43		
65	University of Notre Dame	Notre Dame, Ind	1844	1842	Roman Catholic	Rev. A. Lemonnier	35	35		26	9			10	155	155		50		25			
66	Earlham College	Richmond, Ind	1859	1859	Friends, (Orthodox)	Jos. Moore, A. M	6	6	0	7				4	101	61	40						

* Statistics for 1871. † Catalogue for 1871-72.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Professors and instructors.						Number of students unclassified.	Preparatory department.							
							Whole number of faculty.	Resident professors.	Non-resident professors.	Instructors.	Tutors.	Endowed professorships.		Number of instructors.	Students.			Preparing for—			
															Total.	Male.	Female.	Collegiate course.		Scientific course.	
																		Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
67	Saint Meinrad's College	Saint Meinrad, Ind	....	1860	Catholic	Rev. J. Hobie, O. S. B	9	9	....	....	....	....	....	1	11	11	....	....	....	....	....
68	Burlington University	Burlington, Iowa	1853	1853	Baptist	L. E. Wortman, A. B., prin	5	2	3	5	....	....	....	1	10	2	8	1	3	1	5
69	Griswold College	Davenport, Iowa	1860	1859	Protestant Episcopal	Rev. E. Lounsbery, A. M	7	7	0	1	1	3	....	4	55	55	....	30	....	15	....
70	Norwegian Luther Coll	Decorah, Iowa	1865	1861	Lutheran	Prof. L. Larsen	6	6	....	....	....	....	....	....	98	98	....	71	....	27	....
71	Upper Iowa University	Fayette, Iowa	....	1858	Methodist Episcopal	Roderick Norton, A. M	10	10	....	....	....	....	74	....	....	....	....	....	....	....	....
72	Iowa College	Grinnell, Iowa	1847	1848	Congregational	Rev. G. F. Magoun, D. D	10	5	....	....	2	2	42	7	170	117	53	46	27	....	....
73	Humboldt College	Humboldt, Iowa	....	1869	None	Rev. S. H. Taft	4	4	....	....	....	....	....	....	....	....	....	....	....	....	....
74	Simpson Centenary Coll	Indianola, Iowa	1867	1867	Methodist Episcopal	Rev. A. Burns, D. D	9	6	....	....	3	....	....	....	....	....	....	....	....	....	....
75	Iowa State University	Iowa City, Iowa	1857	1860	None	George Thatcher	32	10	9	12	....	....	....	....	....	....	....	....	....	....	....
76	Iowa Wesleyan Univ	Mt. Pleasant, Iowa	1855	1855	Methodist Episcopal	Rev. John Wheeler, D. D	9	9	....	5	....	....	....	....	98	62	36	21	6	41	30
77	Cornell College	Mt. Vernon, Iowa	1857	1857	do	Rev. W. F. King, D. D	13	8	0	5	0	4	56	5	262	167	95	48	25	119	70
78	Central Univ. of Iowa	Pella, Iowa	1853	1854	Baptist	Rev. L. A. Dunn	7	4	....	9	....	....	....	2	105	57	48	30	20	....	....
79	Whittier College	Salem, Iowa	1867	....	Friends	Henry Dorland	5	....	....	....	....	....	....	3	85	45	40	3	2	6	5
80	Tabor College	Tabor, Iowa	1866	1866	Congregational	Rev. W. M. Brooks, A. M	5	5	0	6	0	0	....	....	161	77	84	2	1	....	....
81	Saint Benedict's College	Atchison, Kans	....	....	Catholic	Very Rev. G. Cristoph, O.S.B	12	7	....	....	2	....	....	....	30	30	....	....	....	....	....
82	Baker University	Baldwin City, Kans	1857	1857	Methodist Episcopal	Rev. R. L. Harford, D. D	8	6	2	....	1	1	21	....	....	....	....	....	....	....	....
83	Highland University*	Highland, Kans	....	1859	Presbyterian	Rev. T. H. Dinsmore, A. M	4	....	....	....	3	....	30	....	88	....	....	....	....	....	....
84	State University*	Lawrence, Kans	....	1864	State	Prof. John Fraser, A. M	8	....	....	....	2	....	....	....	....	....	....	....	....	....	....
85	Washburn College*	Topeka, Kans	1865	....	Congregational	Rev. P. McVicar, D. D	3	....	....	5	....	....	68	....	25	....	....	....	....	....	....
86	Berea College*	Berea, Ky	....	1858	....	Rev. E. H. Fairchild	7	....	....	5	....	....	....	....	43	29	14	....	....	....	....
87	Centre College	Danville, Ky	1819	1819	Presbyterian	O. Beatty, LL. D	6	6	....	6	....	....	12	3	80	67	13	24	....	....	....
88	Cecilian College	Elizabethtown, Ky	1867	1860	Roman Catholic	H. A. Cecil	10	7	....	8	....	....	....	....	....	....	....	....	....	....	....
89	Kentucky Military Institute.	Frankfort, Ky	1846	1846	Undenominational	R. T. P. Allen, A. M., C. E	7	7	....	7	....	....	....	....	....	....	....	....	....	....	....
90	Georgetown College	Georgetown, Ky	1829	....	Baptist	Rev. B. Manly, D. D	7	7	....	1	1	....	....	1	41	41	....	....	....	....	....
91	Kentucky University	Lexington, Ky	1857	1858	Christian	J. B. Bowman, A. M., regent	26	26	....	....	2	3	....	....	....	....	....	....	....	....	....

92	Bethel College	Russellville, Ky	1856	1856	Baptist	Noah K. Davis, LL. D	8	6	0	8	2	3														
93	Saint Mary's College	Saint Mary's Station, Ky.	1837	1821	Roman Catholic	Rev. L. Elena, C. R., LL. D	7	7						1	14	14										
94	Eminence College	Eminence, Ky		1856		Prof. W. S. Giltner	6			2			160													
95	Louisiana State Univ	Baton Rouge, La		1860	Undenominational	David F. Boyd	11	7	0	7	0	0		7	47	47		47								
96	Saint Charles College	Grand Coteau, La	1852	1837	Roman Catholic	Rev. J. Boduit, S. J	15	8						1	15	15										
97	Centenary College	Jackson, La	1825	1825	Meth. Episcopal, South	Rev. C. G. Andrews, A. M	4	4							64	64										
98	College of the Immaculate Conception.*	New Orleans, La		1859	Roman Catholic	Rev. F. Gantrelet, S. J	9						200													
99	Straight University	do	1869	1869	Evangelical	Rev. J. W. Healey, D. D., LL. D.	6	5	1	5		1			51	26	25	26	23							
100	Bowdoin College	Brunswick, Maine	1794	1798	Congregational	J. L. Chamberlain, LL. D	22	16	6	4	1	12														
101	Bates College	Lewiston, Maine	1863	1863	Free-will Baptist	Rev. A. B. Cheney, D. D	7	4	1	6	1			4	68	68	0									
102	Colby University	Waterville, Maine	1820	1820	Baptist	Rev. J. T. Champlin, D. D	7	5			1	2														
103	Saint John's College	Annapolis, Md	1784	1789	State	James M. Garnett, A. M	8	6	2	11	2	0			61	61										
104	Loyola College	Baltimore, Md	1853	1853	Roman Catholic	Rev. S. A. Kelley, S. J	8	10																		
105	Washington College	Chestertown, Md		1782	State	R. C. Berkeley, A. M	2	2																		
106	Rock Hill College	Ellicott City, Md	1865	1857	Roman Catholic	Rev. Bro. Bettelin	22	14	8					8	110	110		40		70						
107	Saint Charles College	do	1830	1848	do	Rev. S. Ferte, D. D	12	12					180													
108	Mount St. Mary's College*	Emmettsburgh, Md		1808	do	Very Rev. J. McCaffery, D. D	26						161													
109	Frederick College	Frederick, Md	1796	1797	State	J. S. Bonsall, A. M	3			3			88													
110	Mount St. Clement's Coll.	Ilchester, Md		1868	Roman Catholic	M. Holans, rector	7	7						9	112	112										
111	Calvert College*	New Windsor, Md		1852	do	A. H. Baker, A. M	8																			
112	Western Maryland Coll	Westminster, Md	1868	1868	Methodist Protesant	Rev. J. T. Ward, D. D	13	5	8			0		4	35	24	11	13	6	11	5					
113	Amherst College	Amherst, Mass	1825	1821	Congregational	Rev. W. A. Stearns, D. D., LL. D.	21	14	4	3		7														
114	Boston College*	Boston, Mass		1864	Roman Catholic	Rev. Robert Fulton, S. J	9																			
115	Harvard College	Cambridge, Mass	1642	1638	None	C. W. Eliot, LL. D	33	16	7	12	6	13														
116	Tufts' College	College Hill, Mass	1852	1855	Universalist	Rev. A. A. Miner, D. D	13	9	7	17	2	6														
117	Williams' College	Williamst'n, Mass	1793	1793	Congregational	P. A. Chadbourne, A. M	13	10	0	1	0	5														
118	College of the Holy Cross†	Worcester, Mass	1865	1843	Roman Catholic	Rev. J. B. O'Hagan	12	10	2	3	3															
119	Adrian College†	Adrian, Mich	1858	1858	Methodist	A. H. Lowrie, A. M	6	6		3			30		71	31	40	31	40							
120	Albion College†	Albion, Mich		1860	Methodist Episcopal	Rev. G. B. Jocelyn, D. D	8			1					158											
121	Michigan University	Ann Arbor, Mich		1841	Undenominational	J. B. Angell, LL. D	15	15	*d*	15			28													
122	Hillsdale College	Hillsdale, Mich			Free Baptist	Rev. D. M. Graham, D. D	8	8		13	1	8		12	74	54	20	26	7	28	13					
123	Kalamazoo College	Kalamazoo, Mich	1855	1855	Baptist	Rev. K. Brooks, D. D	9	4		5				6	121	74	47	23	4	51	43					
124	Olivet College	Olivet, Mich	1850	1859	Congregational and Presbyterian.	J. H. Hewitt, A. M	13	7	1	5		4			123	65	58	35	30							
125	University of Minnesota	Minneapolis, Minn	1851	1868	State	W. W. Folwell, A. M	11	5	0	6					196	140	56	58	33	82	23					
126	Carleton College	Northfield, Minn	1866	1866	Congregational	Rev. J. W. Strong, D. D	6	6	0	0	0			6	91	60	31	27	9	0	0					
127	Saint John's College	Saint Joseph, Minn	1858	1867	Roman Catholic	Rev. Alexius Edelbrock, O. S. B.	10	12	0	0	0		640	4	31	31	0	12	0	19	0					
128	Mississippi College	Clinton, Miss	1851	1851	Baptist	Rev. W. Hillman, A. M	10	5	0	3	2	0		5	134	134	0	75	0	59	0					
129	University of Mississippi	Oxford, Miss	1844	1848	State	Rev. J. A. Waddel, D. D	19	19	0					4	133	0	0	0	0	0	0					
130	Pass Christian College*	Pass Christian, Miss.		1865	Roman Catholic	Bro. Isaiah	14						175													
131	Madison College	Sharon, Miss	1851	1851	None	John S. Robinson	2	2	0	2		0	30													
132	Tougaloo University	Tougaloo, Miss	1871	1870		H. J. Steele, principal	10	9	1	12		2		7	210	120	90	20	18	40	29					
133	Saint Vincent's College	Cape Girardeau, Mo	1843	1844	Roman Catholic	Rev. A. Verrina	9		0	8		0		0	0	0	0	0	0	0	0					
134	McGee College	College Mound, Mo	1853	1853	Cumb. Presbyterian	Rev. J. B. Mitchell, D. D	7	4						3	115	91	24	42	4	49	20					
135	University of Missouri	Columbia, Mo	1839	1840	State	Daniel Read, LL. D	16	15	5	4		16	51	0	0	0	0	0	0	0	0					

* Statistics for 1871.

† Catalogue for 1871–72.

(*d*) Professors and students in scientific course included.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Professors and instructors.						Number of students unclassified.	Preparatory department.							
							Whole number of faculty.	Resident professors.	Non-resident professors.	Instructors.	Tutors.	Endowed professorships.		Number of instructors.	Students.			Preparing for—			
															Total.	Male.	Female.	Collegiate course.		Scientific course.	
																		Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
136	Grand River College	Edinburgh, Mo	1858	1858		J. E. Vertrees	3	3	0	....	....	0	....	3	90	40	50	0	0	0	0
137	Central College	Fayette, Mo	1855	1871	Meth. Epis. South	Rev. J. C. Wills, A. M	5	5	0	0	0	5	....	3	26	26	0	12	0	14	0
138	Westminster College	Fulton, Mo	....	1852	Presbyterian, O. S	Rev. A. L. Rice, D. D	6	6	0	6	0	....	31	....	20	20	0	20	0	0	0
139	Lewis College	Glasgow, Mo	1865	....	Methodist Episcopal	J. C. Hall, A. M	3	2	1	3	1	....	....	....	....	....	....	....	....	....	....
140	Lincoln College	Greenwood, Mo	1870	....	United Presbyterian	Rev. M. M. Brown, A. M	2	2	....	....	....	....	....	....	....	....	....	....	....	....	....
141	Hannibal College	Hannibal, Mo	1868	1868	Meth. Epis. South	Rev. L. Baier, A. M	5	5	0	0	0	0	....	2	35	19	16	12	10	0	0
142	William Jewell College*	Liberty, Mo	....	1848	Baptist	Rev. T. Rambaut, LL. D., S. T. D	7	..	....	....	....	....	152	....	....	....	....	....	....	....	....
143	Johnson Male and Female College.	Macon City, Mo	1865	....	Methodist Episcopal	Rev. E. W. Hall, A. M	5	3	2	....	....	....	....	2	68	40	28	....	....	....	....
144	Saint Paul's College	Palmyra, Mo	1848	1848	Protestant Episcopal	J. A. Wainwright, A. M., M. D	5	4	1	5	....	....	....	5	35	25	10	4	3	....	....
145	Bethel College*	....do	....	1848		Rev. W. B. Corbin	5	..	....	....	....	....	80	....	....	....	....	....	....	....	....
146	Saint Joseph's College	Saint Joseph, Mo	1872	1867	Roman Catholic	Brother Agatho	10	8	2	3	....	1	....	3	178	178	0	101	0	65	0
147	Saint Louis University	Saint Louis, Mo	1832	1833	....do	Rev. J. G. Zealand, S. J	20	19	1	....	0	0	56	3	90	90	0	35	0	0	0
148	Washington University	....do	1853	....	Undenominational	Rev. W. G. Eliot, D. D	41	24	0	17	....	....	8	22	320	320	0	....	0	....	0
149	Coll. of the Christ'n Bro's.	....do	1855	1859	Roman Catholic	Rev. Brother James	25	18	0	7	0	0	....	15	450	450	0	300	0	0	0
150	Nebraska College	Nebr. City, Nebr	1868	1863	Episcopal	Rev. Jno. McNamara, D. D	6	6	0	0	1	0	....	6	48	48	0	20	0	28	0
151	Dartmouth College	Hanover, N. H	1769	1770	Congregational	Rev. A. D. Smith, D. D., LL. D	33	16	11	4	1	7	....	0	0	0	0	0	0	0	0
152	Rutgers College	New Brunsw'k, N. J	1770	1771	Reformed	W. H. Campbell, D. D., LL. D	23	12	0	0	1	4	....	10	175	175	....	62	....	53	....
153	College of New Jersey	Princeton, N. J	1748	1748	Presbyterian	Rev. Jas. McCosh, D. D., LL. D	16	12	2	18	4	7	....	....	....	....	....	....	....	....	....
154	Seton Hall College	South Orange, N. J	1861	1856	Catholic	Very Rev. M. A. Corrigan, D. D	8	7	2	3	....	0	....	....	....	....	....	....	....	....	....
155	Alfred University*	Alfred, N. Y	....	1836	Baptist	Rev. J. Allen	21	..	....	....	....	....	238	....	90	....	....	....	....	....	....
156	St. Bonaventura College	Allegany, N. Y	....	1859	Roman Catholic	Rev. M. Casini, O. S. F	14	14	....	....	....	....	120	....	....	....	....	....	....	....	....
157	Saint Stephen's College	Annandale, N. Y	1860	1858	Episcopal	Rev. R. B. Fairbairn, D. D	6	6	0	4	0	0	....	6	17	17	....	17	....	0	....
158	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	None	D. H. Cochran, Ph. D., LL. D	12	10	0	15	0	0	....	16	400	400	....	....	....	....	....
159	Saint John's College*	....do	....	1870	Roman Catholic	Rev. T. J. Landry, C. M	8	..	....	....	....	....	140	....	....	....	....	....	....	....	....

160	Canisius College	Buffalo, N. Y.		1870	Catholic	Rev. W. Beeker, S. J	10	9	1															
161	Saint Joseph's College	do		1862	Roman Catholic	Rev. Brother Frank	14	13	1	10	2		231	4	150	150		30		18				
162	St. Lawrence University	Canton, N. Y.	1856	1856	Universalist	A. G. Gaines, acting	6	4	2	1	3	3	6											
163	Hamilton College	Clinton, N. Y.	1812	1812	Presbyterian	Rev. S. G. Brown, D.D., LL.D	12	11	1	11	0	8												
164	Saint John's College	Fordham, N. Y.	1846	1840	Catholic	Rev. Jos. Shea, S. J	24	23	1	0	0	0		6	70	70		22		20				
165	Hobart College	Geneva, N. Y.	1822	1824	Protestant Episcopal	Rev. M. Van Rensselaer, D. D	6	6	3			5												
166	Madison University	Hamilton, N. Y.	1846	1832	Baptist	Rev. E. Dodge, D. D., LL. D	12	11	1	14	3	4		4	45	45		36		9				
167	Cornell University	Ithaca, N. Y.	1865	1868	None	A. D. White, LL. D	49	21	14	3	11													
168	College of the City of N. Y.	New York, N. Y.	1847	1866	do	A. S. Webb, LL. D	15	15	0	36	22	0		36	540	540		132		110				
169	Coll. of St. Francis Xavier	do	1861	1847	Roman Catholic	Rev. H. Hudon, S. J	34	22	4	3		0		13	357	357								
170	Columbia College	do	1754	1754	Episcopal	F. A. P. Barnard, D. D., LL. D., L. H. D.	9	8	0	1	2	1												
171	Manhattan College	do	1863	1863	Roman Catholic	Brother Paulian	10	9	1	5	0	0		36	680	680		420		100				
172	University of City of N. Y	do	1831	1831	None	H. Crosby, D.D., LL.D., chan'r	35	35	0	0	0													
173	University of Rochester	Rochester, N. Y.		1850	Baptist	M. B. Anderson, LL. D	9	9	0	0	0	3	6											
174	Union College	Scheneetady, N. Y.	1795	1795	None	Rev. E. N. Potter, D. D	15	15	0	15	1	12		4										
175	Syracuse University	Syracuse, N. Y.	1870	1871	Methodist Episcopal	Alex. Winchell, LL.D., chan'r	9	8	1	1	0													
176	Davidson College	Davidson Vill., N.C	1836	1837	Presbyterian	J. R. Blake, chairman	7	7	0	0	0	0	9											
177	Rutherford Male and Female College.	Execlsior, N. C.	1870	1870	None	Rev. R. L. Abernathy, A. M.	5	2	2	4	2	0		1	18	10	8	10	8					
178	North Carolina College	Mt. Pleasant, N. C.	1859	1859	Lutheran	Rev. L. A. Bickle, A. M.	4	4		1				3	81	81		26						
179	Wake Forest College	Wake Forest, N.C.	1835	1833	Baptist	Rev. W. W. Wingate, D. D	6	5	0	6	1	0												
180	Trinity College	Trinity, N. C.	1852	1852	Meth. Episcopal South	Rev. B. Craven, D. D	6	6	0	6	0	0		3	13	13		13						
181	Buchtel College	Akron, Ohio	1870	1872	Universalist	Rev. S. H. McCallister	8	8		2		2		2	101	50	51	20	15	15	12			
182	Ohio University	Athens, Ohio		1804		W. H. Scott, acting	5	4			1			1	28	26	2							
183	Baldwin University	Berea, Ohio	1856	1856	Methodist Episcopal	Rev. W. D. Godman, D. D	10	9	1	1		1	97		67	34	33	19	8	15	25			
184	Saint Xavier College	Cincinnati, Ohio	1842	1832	Catholic	Leopold Bushart	18	6			9		214		34	34								
185	Mount Saint Mary's of the West.	do		1851	do	Rev. F. J. Pabisch, D. D., LL. D.	6	6		10					25	25		25						
186	Capitol University †	Columbus, Ohio			Lutheran	Rev. W. F. Lehmann	5				3				21									
187	Ohio Wesleyan Univers'y	Delaware, Ohio	1843	1845	Methodist Episcopal	Rev. Frederick Merrick	11	7	0	9	2	9	14		211	211		80		131				
188	Kenyon College	Gambier, Ohio	1824	1826	Protestant Episcopal	Prof. Eli T. Tappan, A. M.	5	5	0	8	3	4		4	16	16		16						
189	Denison University	Granville, Ohio	1832	1831	Baptist	Rev. S. Talbot, D. D	9	7	0	9	2	1		3	100	100		60						
190	Hiram College	Hiram, Ohio	1866	1866	Christian	B. A. Hinsdale, A. M.	6	6		9	3			8	302	186	116							
191	Western Reserve College	Hudson, Ohio	1826	1827	None	Rev. Carroll Cutler, A. M.	7	7	0	7	0	0		2	44	44		44						
192	Ohio Central College	Iberia, Ohio			United Presbyterian	E. F. Reid	3	3		3	1	0		3	100	63	37	39	4	24	16			
193	Marietta College	Marietta, Ohio	1835	1835	None	Rev. J. W. Andrews, D. D	10	7	1	1	1			2	70	70		70						
194	Mount Union College	Mount Union, Ohio	1858	1858	Methodist Episcopal	Rev. O. N. Hartshorn, LL. D	17	11	6			3		4	181	137	44	68	16	69	28			
195	Franklin College	New Athens, Ohio	1825	1825	Pres. and United Pres.	A. F. Ross, LL. D	7	5	2	6	1	1	94											
196	Oberlin College	Oberlin, Ohio	1834	1833	Congregational	Rev. J. H. Fairchild, D. D	29	12	3	8	6	14		10	633	406	227	193	3	54	171			
197	Miami University	Oxford, Ohio	1809	1824	State	Rev. A. D. Hepburn	6	6						1	28									
198	Richmond College	Richmond, Ohio	1835	1835	None	L. W. Ong, A. M.	7	4	3	4				2	24	18	6	8	2	12	4			
199	"One Study" University	Scio, Ohio	1866	1859	Methodist Episcopal	A. D. Lee, A. M.	13	9	4															
200	Wittenberg College	Springfield, Ohio	1845		Evangelical Lutheran	Rev. S. Sprecher, D. D.	5	5			2	5		2	66	66		25		6				
201	Heidelberg College	Tiffin, Ohio	1849	1850	Reformed	Rev. G. W. Willard, D. D	5	5		6	1				83	73	10	30						
202	Urbana University	Urbana, Ohio	1850	1851	Swedenborgian	Rev. F. Sewall, A. M.	4	2		4				4	18	18		8		10				
203	Otterbein University	Westerville, Ohio	1847	1847	United Breth. in Christ	Rev. H. A. Thompson, A. M.	6	6	0	1	0	6		2	112	75	37	14		14	37			
204	Willoughby College	Willoughby, Ohio	1864		Methodist	L. T. Kirk	5	5	0	5	0	0			111	49	62							
205	University of Wooster	Wooster, Ohio	1868	1870	Presbyterian	Rev. Willis Lord, D. D.	9	9						2	35	30	5							
206	Wilberforce University	Zenia, Ohio	1856	1856	Methodist	Rt. Rev. D. A. Payne, D. D.	7	5	2	4	4	0	1	5	94	58	36	6	1	4	5			
207	Zenia College	do	1850	1850	Methodist Episcopal	William Smith, A. M.	7	7					24	1	26	10	16							

* Statistics for 1871.

† Catalogue for 1871–'72.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Professors and instructors.						Number of students unclassified.	Preparatory department.							
							Whole number of faculty.	Resident professors.	Non-resident professors.	Instructors.	Tutors.	Endowed professorships.		Number of instructors.	Students.			Preparing for—			
															Total.	Male.	Female.	Collegiate course.		Scientific course.	
																		Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
208	Antioch College	Yellow Springs, Ohio.	1852	1853	Unitarian Cong	Rev. G. W. Hosmer, D. D	6	5	0	9	3	5	85	8	50	31	19	31	19	....	....
209	Pacific University	Forest Grove, Oreg.	....	1859	.....	Rev. S. H. Marsh, D. D	5	....	....	3	....	....	96	....	46	....	....	....	....	....	....
210	Christian College	Monmouth, Oreg	....	....	.....	T. F. Campbell	9	....	....	....	....	....	52	....	79	....	....	....	....	....	....
211	Willamette University	Salem, Oregon	1853	1851	Methodist Episcopal	T. M. Gatch, A. M	7	7	....	....	....	....	....	5	190	100	90	40	32	60	58
212	Muhlenberg College	Allentown, Pa	1867	1848	Lutheran	Rev. F. A. Muhlenberg, D. D.	6	6	0	....	1	1	....	2	32	....	....	....	....	....	....
213	Andalusia College*	Andalusia, Pa	....	1861	Protestant Episcopal	Rev. H. T. Wells, LL. D	11	....	....	....	....	....	....	....	55	....	....	....	....	....	....
214	Lebanon Valley College	Annville, Pa	1867	1866	United Brethren	L. H. Hammond, A. M	6	5	0	0	2	0	....	2	163	127	36	24	....	44	12
215	College of Saint Thomas of Villanova.	Bryn Maur, Pa	1848	1846	Roman Catholic	Very Rev. Thomas Galberry, O. S. A.	22	10	4	8	....	....	....	8	40	40	....	10	....	10	....
216	Dickinson College	Carlisle, Pa	1783	1783	Methodist Episcopal	Rev. J. A. McCauley	7	7	0	0	2	....	....	....	....	....	....	....	....	....	....
217	Lafayette College	Easton, Pa	1826	1831	Presbyterian	Rev. W. C. Cattell, D. D.	25	16	3	1	5	....	....	....	....	....	....	....	....	....	....
218	Ursinus College	Freeland, Pa	1869	1870	Reformed, (German)	Rev. J. H. A. Bomberger	7	7	..	8	1	....	....	4	33	33	....	12	....	....	....
219	Pennsylvania College	Gettysburgh, Pa	1832	1832	Lutheran	Rev. M. Valentine, D. D	10	9	1	1	3	5	6	2	47	47	....	....	....	....	....
220	Franklin and Marshall College.	Lancaster, Pa	1853	1853	German Reformed	Rev. John W. Nevin, D. D	7	5	0	0	2	0	....	2	42	42	....	....	....	....	....
221	Lewisburgh University	Lewisburgh, Pa	1847	1847	Baptist	Rev. J. R. Loomis, LL. D	6	6	0	....	....	2	6	3	71	71	....	34	....	37	....
222	Saint Francis College*	Loretto, Pa	....	1850	Roman Catholic	Rev. C. V. Neeson	13	....	....	....	....	....	95	....	....	....	....	....	....	....	....
223	Lincoln University	Lower Oxford, Pa	1854	1853	Presbyterian	Rev. J. N. Rendall, D. D	19	6	8	4	....	4	....	4	89	89	....	34	....	....	....
224	Allegheny College	Meadville, Pa	1817	1815	Methodist	Rev. George Loomis, D. D	6	6	..	....	....	6	....	....	46	42	4	42	4	....	....
225	Mercersburgh College	Mercersburgh, Pa	1865	1865	Reformed	Rev. E. G. Higbee, D. D	6	6	..	....	1	....	....	6	39	38	1	25	....	....	....
226	Palatinate College*	Myerstown, Pa	....	....	German Reformed	Rev. H. J. Wicks, A. M	6	....	....	....	....	....	283	....	....	....	....	....	....	....	....
227	Westminster College	Wilmington, Pa	1852	1852	United Presbyterian	E. T. Jeffers	5	5	0	1	....	....	....	4	41	26	15	26	15	....	....
228	La Salle College*	Philadelphia, Pa	....	1862	Roman Catholic	Brother Oliver	15	....	....	....	....	....	212	....	....	....	....	....	....	....	....
229	Saint Joseph's College	do	1852	1852	Roman Catholic	Rev. P. J. Blenkinsop	5	....	....	....	....	....	....	1	30	30	....	30	....	....	....
230	University of Pennsylvania.	do	1755	1749	None	C. J. Stillé, LL. D., Provost	31	30	1	4	....	0	11	....	....	....	....	....	....	....	....

231	Western University of Pennsylvania.	Pittsburgh, Pa	1819	1820	None	George Woods, LL. D	14	9	0	5	0	3	23	4	115	115	....	52	....	63	....
232	Lehigh University	S. Bethlehem, Pa	1866	1866	Protestant Episcopal	Henry Coppée, LL. D	7	6	1	6	....	....	130	....	....	....	....	....	....	....	....
233	Swathmore College	Swathmore, Pa	1864	1869	Friends	E. H. Magill, A. M	7	6	1	13	....	....	....	20	190	120	70	....	....	....	....
234	Washington and Jefferson College.	Washington, Pa	1802	1802	Presbyterian	Rev. G. P. Hays, D. D	11	10	1	....	....	1	....	6	43	43	....	43	....	....	....
235	Waynesburgh College	Waynesburgh, Pa	1850	1850	Cumb'd Presbyterian	Rev. A. B. Miller, D. D	9	7	2	9	0	4	68	3	96	56	40	20	....	30	4
236	Haverford College	W. Haverford, Pa	1833	1833	Friends	S. J. Gummere, A. M	6	2	..	....	....	....	....	....	....	....	....	....	....	....	....
237	Saint Vincent's College†	Westmoreland Co., Pa.	1870	1846	Roman Catholic	Rt. Rev. B. Wimmer, O. S. B	26	..	..	....	....	....	....	....	36	....	....	....	....	....	....
238	Brown University	Providence, R. I	1764	1765	Baptist	Rev. E. G. Robinson, D. D., LL. D.	11	9	..	3	....	4	....	....	....	....	....	....	....	....	....
239	College of Charleston	Charleston, S. C	1785	1789	None	N. R. Middleton	5	5	..	....	....	....	50	....	....	....	....	....	....	....	....
240	University of South Carolina.	Columbia, S. C	1801	1806	....	R. W. Barnwell, LL. D	12	10	2	1	....	0	70	....	....	....	....	....	....	....	....
241	Furman University†	Greenville, S. C	....	1851	....	Rev. J. C. Furman, D. D	5	..	..	....	....	....	50	....	....	....	....	....	....	....	....
242	Claflin University*	Orangeburgh, S. C	....	1869	Methodist Episcopal	Rev. A. Webster, D. D	8	..	..	....	....	....	109	....	....	....	....	....	....	....	....
243	Wofford College	Spartanburgh, S. C	1851	1853	Meth. Episcopal South.	Rev. A. M. Shipp, D. D	6	6	0	6	....	....	....	2	29	29	....	29	....	....	....
244	Newberry College	Walhalla, S. C	1858	1858	Lutheran	Rev. J. P. Smeltzer, D. D	3	3	..	3	....	....	7	1	75	75	....	15	....	....	....
245	East Tennessee Wesleyan University.	Athens, Tenn	1867	1867	Methodist Episcopal	J. A. Dean, A. M	7	7	0	7	1	0	....	....	....	....	....	....	....	....	....
246	King College	Bristol, Tenn	1868	1868	Presbyterian	Rev. J. D. Tadlock	4	4	..	....	....	1	61	2	85	85	....	....	....	....	....
247	Greenville and Tuseulum College.	Greenville, Tenn	1868	1868	....	Rev. W. S. Doak, A. M	6	4	2	7	1	1	....	1	87	66	21	....	....	....	....
248	West Tennessee College†	Jackson, Tenn	....	....	....	Rev. E. L. Patten, A. M	4	..	..	....	....	....	152	....	....	....	....	....	....	....	....
249	Jonesborough College*	Jonesboro'h, Tenn.	....	1865	Methodist Episcopal	H. Presnell, A. M	3	..	..	....	....	....	65	....	....	....	....	....	....	....	....
250	East Tennessee University.	Knoxville, Tenn	1840	1869	None	Rev. T. W. Humes, S. T. D	14	8	..	5	1	8	....	4	132	132	....	48	....	84	....
251	Cumberland University	Lebanon, Tenn	1842	1842	Cumb'd Presbyterian	Rev. B. W. McDonald, D. D., LL. D.	22	5	2	7	4	0	....	2	87	87	....	....	....	....	....
252	Maryville College	Maryville, Tenn	1842	1819	Presbyterian	Rev. P. M. Bartlett, D. D	3	3	..	6	1	....	....	3	86	42	44	15	10	27	34
253	Union University†	Murfreesborough, Tenn.	....	1848	Baptist	Rev. Charles Manly, D. D	5	..	..	....	....	....	161	....	....	....	....	....	....	....	....
254	Central Tennessee College.	Nashville, Tenn	1866	1866	Methodist Episcopal	Rev. Jno. Braden, A. M	6	6	..	....	....	....	....	6	241	114	127	10	4	....	....
255	University of Nashville	do	1785	1785	None	E. Kirby Smith, chan	23	20	0	3	0	0	....	7	221	221	....	....	....	....	....
256	Fisk University	do	1867	1867	None	A. K. Spence, A. M., aet'g	5	5	0	0	0	0	....	7	33	25	8	25	8	....	....
257	University of the South	Suwanee, Tenn	1858	1868	Protestant Episcopal	Gen. J. Gorgas, vice chan	8	8	..	4	....	....	228	....	....	....	....	....	....	....	....
258	Texas Military Institute	Austin, Tex	....	1868	....	Col. J. G. James, sup't	9	..	..	....	....	....	108	....	....	....	....	....	....	....	....
259	Saint Joseph's College	Brownsville, Tex	....	1869	Roman Catholic	Rev. P. F. Parisot	9	9	..	....	....	....	....	....	....	....	....	....	....	....	....
260	University of Saint Mary	Galveston, Tex	1856	1854	do	Bro. Boniface, C. S. C	8	8	..	....	....	....	....	4	115	115	....	45	....	....	....
261	Henderson College*	Henderson, Tex	....	1871	....	G. H. Gould	..	..	..	....	....	....	....	....	....	....	....	....	....	....	....
262	Baylor University	Independence, Tex	1845	1846	Baptist	Rev. W. C. Crane, D. D	8	5	3	2	1	2	....	....	....	....	....	....	....	....	....
263	Waco University	Waco, Tex	1857	1857	do	Rev. R. C. Burleson, D. D	10	7	..	8	2	1	....	2	....	....	....	....	....	....	....
264	University of Vermont	Burlington, Vt	1783	1801	None	M. H. Buckham, A. M	14	8	5	2	0	1	....	....	....	....	....	....	....	....	....
265	Middlebury College	Middlebury, Vt	1796	1797	Congregational	Rev. H. D. Kitchel, D. D	7	7	1	8	0	2	....	....	....	....	....	....	....	....	....
266	Norwich University, (military.)	Northfield, Vt	1834	1834	Protestant Episcopal	Rev. M. Douglass, D. D	6	6	1	....	....	0	....	....	....	....	....	....	....	....	....
267	Randolph Macon College	Ashland, Va	1830	1832	Meth. Episcopal South.	Rev. J. A. Duncan, D. D	8	5	..	3	....	....	....	....	....	....	....	....	....	....	....
268	University of Virginia	Charlottesville, Va.	1819	1824	State	C. S. Venable, LL. D	19	15	..	4	0	15	....	....	....	....	....	....	....	....	....
269	Emory and Henry College	Emory, Va	....	1838	Meth. Episcopal South.	Rev. E. W. Wiley, D. D	5	..	..	....	....	....	....	....	88	....	....	....	....	....	....

* Statistics for 1871-72. † Catalogue for 1871-72.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Professors and instructors.						Number of students unclassified.	Preparatory department.							
							Whole number of faculty.	Resident professors.	Non-resident professors.	Instructors.	Tutors.	Endowed professorships.		Number of instructors.	Students.			Preparing for—			
															Total.	Male.	Female.	Collegiate course.		Scientific course.	
																		Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
270	Hampden Sidney College	Hampden Sidney, Va.	1783	1775	Presbyterian	Rev. J. M. P. Atkinson, D. D.	5	5	0	5	0	....	....	....	....	....	....	....	....	....	....
271	Washington and Lee University.	Lexington, Va (*e*)	1871	1871	.....	Gen. G. W. C. Lee	20	13	..	7	....	....	....	....	....	....	....	....	....	....	....
272	Virginia Military Institute.	....do	1839	1839	None	F. H. Smith, A. M	12	12	0	....	....	2	....	....	....	....	....	....	....	....	....
273	Richmond College	Richmond, Va	....	....	Baptist	B. Puryear, A. M	8	8	0	....	....	....	....	....	....	....	....	....	....	....	....
274	Roanoke College	Salem, Va	1853	1852	Lutheran	Rev. D. F. Bittle, D. D.	6	6	0	8	2	0	....	2	32	32	....	32	....	....	....
275	College of William and Mary.	Williamsburgh, Va	1693	1693	Episcopal	Benjamin S. Ewell	6	5	0	6	1	0	....	2	35	35	....	15	....	....	....
276	Bethany College	Bethany, W. Va....	....	1841	Christian	.....	5	..	....	....	1	....	21	....	....	....	....	....	....	....	....
277	West Virginia College...	Flemington, W. Va	1868	1868	Free-Will Baptist	Rev. W. Colegrove, A. M....	4	1	0	4	2	0	....	4	68	53	15	20	5	....	....
278	West Virginia University	Morgant'wn, W. Va	1867	1867	State	Rev. Alexander Martin, D. D	13	10	3	13	1	13	....	3	108	108	....	13	....	9	....
279	St. Vincent's College *...	Wheeling, W. Va .	....	1865	Roman Catholic..	Rev. A. Louage	5	..	....	....	....	....	115	....	....	....	....	....	....	....	....
280	Lawrence University....	Appleton, Wis	1847	1849	Methodist Episcopal ..	Rev. G. M. Steele, D. D	11	5	1	5	....	....	....	5	....	....	....	....	....	....	....
281	Beloit College	Beloit, Wis	1846	1847	Congregational	Rev. A. L. Chapin, D. D	7	6	0	7	0	6	....	2	103	103	....	76	....	....	....
282	Galesville University ...	Galesville, Wis ...	1854	1855	Methodist Episcopal..	Rev. Harrison Gilliland, D. D	4	4	..	....	....	....	....	....	105	65	40	....	....	....	....
283	University of Wisconsin.	Madison, Wis.....	1848	1848	State	Rev. J. W. Twombly, D. D...	27	17	*c*	10	....	....	....	9	153	105	48	70	24	33	22
284	Milton College	Milton, Wis.....	1867	1867	Seventh-Day Baptist..	Rev. W. C. Whitford, A. M ..	9	4	..	3	2	....	....	9	160	79	81	39	34	40	47
285	St. John's College*.....	Prairie du Chien, Wis.	....	1865	Roman Catholic..	Brother Benedict	15	..	....	....	....	....	130	....	....	....	....	....	....	....	....
286	Racine College	Racine, Wis	1852	....	Episcopal	Rev. James De Koven, D. D.	7	6	..	....	1	....	....	10	155	155	....	....	....	....	....
287	Ripon College	Ripon, Wis	1851	1863	Congregational	Rev. W. E. Merriman, A. M .	10	7	0	11	4	....	....	....	150	90	60	....	....	....	....
288	Pio Nono College.....	St. Francis Station, Wis.	....	1871	Catholic	Rev. J. Salzmann, D. D	7	5	2	2	2	....	....	....	....	....	....	....	....	....	....
289	Northwestern University	Watertown, Wis ..	1864	1865	Evangelical Lutheran.	Rev. A. F. Ernst, A. M	7	7	..	2	....	4	....	2	102	92	10	52	....	20	....

290	Georgetown College	Georgetown, D. C	1815	1789	Catholic	Rev. John Early, S. J	5	17	2	19		0	56												
291	National Deaf-Mute College.	Washington, D. C	1864	1864	National	E. M. Gallaudet, Ph.D., LL.D	10	5	2	1	2		4	3	24	24		24							
292	Columbian College	do	1821	1822	Baptist	J. C. Welling, LL. D	24	22	2	2	1				7	72	72								
293	Gonzaga College	do	1858	1858	Catholic	Rev. James Clark	9	9							107	107									
294	Howard University	do	1867	1866	Congregational	O. O. Howard, LL. D	22	16	6	5	1	0		5	100	87	13								
295	Santa Fé University*	Santa Fé, N. Mex		1870	Presbyterian	Rev. D. F. McFarland	4						51												
296	University of Deseret*	Salt Lake City, Utah.	1850	1850	Mormon	John R. Park, M. D	8	8		13	5			5	355	168	187								
297	Universityof Washington	Seattle, Wash Ter	1861			E. K. Hill	2	2						2	48	24	24								
298	Holy Angels College*	Vancouver City, Wash Ter.		1872	Catholic	Rev. P. Fr. Hylebos	3	3					56												

* Statistics for 1871–72. (*e*) Chartered in 1813 as Washington College, and in 1871 as Washington and Lee University. (*c*) Faculty includes instructors of Female College and Scientific School.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

NOTE 1.—(*a*,) cost of tuition per year; (*b*,) cost of board and tuition. NOTE 2.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Number.	Name.	Location.	Collegiate department.										Number of scholarships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.	Time of commencement.
			Number of students.	Freshmen.		Sophomore.		Junior.		Senior.		Number of post graduates.				Tuition per term.	Board per month.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
	1	2	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	Southern University	Greensborough, Ala.	....	....	....	....	....	....	....	....	....	....	....	....	....	$35	$10–16	10,000	
2	Howard College	Marion, Ala	93	....	....	....	....	....	....	....	....	....	....	5	40	*a*100	10	1,200	June 19.
3	Saint Joseph's College	Spring Hill, Ala	150	....	....	....	....	....	....	....	....	....	....	4	40	*b*300	.....	5,000	August 20.
4	Talladega College	Talladega, Ala	....	....	....	....	....	....	....	....	....	....	....	4	36	3	10	.....	June.
5	University of Alabama	Tuscaloosa, Ala	112	....	....	....	....	....	....	....	....	0	0	(*)	40	Free.	16	2,000	June, last Wednesday.
6	Cane Hill College	Boonsboro, Ark	....	....	....	....	....	....	....	....	....	....	....	4	40	11–26	10–12	100	June.
7	Saint John's College	Little Rock, Ark	....	....	....	....	....	....	....	....	....	....	....	4	40	*a*50	10–20	.....	June 24.
8	Missionary College of St. Augustine.	Benicia, Cal	29	4	....	11	....	14	....	....	....	....	0	4	40	40–100	28	.....	June, 1st Thursday.
9	Saint Vincent's College	Los Angeles, Cal	....	....	....	....	....	....	....	....	....	....	....	....	40	*a*(gold) 250	(gold) 25	1,000	August 16.
10	University of California	Oakland, Cal	147	....	....	....	....	....	....	....	....	....	....	5	4	Free.	.....	3,000	July, 3d Wednesday.
11	Saint Ignatius College	San Francisco, Cal.	150	50	....	75	....	15	....	10	....	....	....	4	42	*a*50	.....	5,200	June.
12	Saint Mary's College	do	18	7	....	6	....	3	....	2	....	....	....	4	40	60	20	1,400	June.
13	University College	do	90	....	....	....	....	....	....	....	....	....	....	3	40	50	20	.....	
14	Franciscan College	Santa Barbara, Cal	....	....	....	....	....	....	....	....	....	....	....	....	40	*b*150	.....	2,000	June, 1st Thursday.
15	Santa Clara College	Santa Clara, Cal	....	....	....	....	....	....	....	....	....	....	0	4	42	*b*350	.....	10,000	June.
16	University of the Pacific	San José, Cal	....	....	....	....	....	....	....	....	....	....	....	4	40	60	20	.....	
17	Pacific Methodist College	Santa Rosa, Cal	50	14	17	7	4	1	6	1	0	....	0	4	40	30	20	500	May 22.
18	College of Our Lady of Guadalupe.	Santa Inez, Cal	....	....	....	....	....	....	....	....	....	....	40	....	46	125	12	500	
19	California College	Vacaville, Cal	....	....	....	....	....	....	....	....	....	....	....	....	40	*b*250–350	.....	1,000	

20	Hesperian College	Woodland, Cal	20										4	36	25–35	16–20		May 9.
21	Trinity College	Hartford, Conn	88	19		27		21		21		44	4	38	*a*90	16–20	15,000	Thursday before July 4.
22	Wesleyan University	Middletown, Conn	190	54	4	50		44		38			4	39	11	10–20	22,000	June, last Thursday.
23	Yale College	New Haven, Conn	517	162		106		131		118		50	100	4	37	*a*90	15–30	86,000	June, Thurs. after last Mon.
24	Delaware College	Newark, Del	12	3		4		5					30	3–4	40	16–24	14–16	6,000	June, last Wednesday.
25	Bowdon College	Bowdon, Ga	22	11		2		4		2		2		4	40	22–32	12	600	July, Monday after 1st Sun.
26	University of Georgia	Athens, Ga	255											4		*b*275		20,000	August, 1st Wednesday.
27	Oglethorpe University	Atlanta, Ga												4	48	38	16–25		
28	Mercer University	Macon, Ga	82	14		24		24		20				4		*a*100	18	5,000	
29	Emory College	Oxford, Ga	189											4	42	*a*75	18–20	3,000	July, Wed. after 3d Monday.
30	Abingdon College	Abingdon, Ill	76	13	2	0	1	5	2	17	3		0	2	37	6–16	15		June, 1st Thursday.
31	Illinois Wesleyan Univ'y	Bloomington, Ill	102	37	8	25	3	18	2	9	0	0	0	4	40	10	12–18	1,500	June 19.
32	Saint Viatur's College	Bourbonnais Grove, Ill.	150																September 1.
33	Blackburn University	Carlinville, Ill	79	23	14	11	3	10	8	5	5	4		4	38	7	2 50	1,000	June, 2d Thursday.
34	Chicago University	Chicago, Ill	75	19		16		16		18				4		*b*190–255			
35	Saint Ignatius College	do	44	20		15						0	0	4	40	60		5,000	September, 1st Monday.
36	Saint Aloysius College	East St. Louis, Ill														40		300	Do.
37	Eureka College	Eureka, Ill	216											4					
38	Northwestern University	Evanston, Ill	146	34	8	30	5	33	1	17				4	36	10	10–20	22,000	June, last Wednesday.
39	Freeport College	Freeport, Ill												3	40	15			
40	Lombard University	Galesburgh, Ill												4	40	*a*33	16–18		
41	Knox College	do	61	26		9		13		13				4		*a*30	18	6,200	June, 4th Thursday.
42	Illinois College	Jacksonville, Ill	25	9		4		6		6			9	4	36	*a*36	16–18	8,000	June, 1st Thursday.
43	McKendree College	Lebanon, Ill	139	33	5	35	8	26	7	20	5	0	5	2	39	13–14	18	8,000	June, 2d Thursday.
44	Lincoln University	Lincoln, Ill	44	10	4	4		12	3	8	3			4	40	8–16	16–18	2,000	June, 3d week, Thursday.
45	Monmouth College	Monmouth, Ill	121	18	16	20	2	28	14	23	10			4	39	*a*30	14–18	2,000	June, next to last Thursday.
46	Northwestern College	Naperville, Ill	22	2	8	6		4		2				4	39	4–6	12	600	June, 2d Wednesday.
47	Augustana College	Paxton, Ill	10	6		4								4	40	10	10	7,000	June 24.
48	Saint Joseph's Ecclesiastical College.	Teutopolis, Ill												5	40	20	15		
49	Shurtleff College	Upper Alton, Ill	46	23	7	9		4		2	1	5	9	4	40	12	6–20	4,250	June, 2d Thursday.
50	Westfield College	Westfield, Ill	41	16	4	12	3	2	2	2			0	4	40	*a*24	13	300	June 18.
51	Wheaton College	Wheaton, Ill	44	5	4	5	14	2	2	9	3	0	8	2	39	*a*30	8	3,000	June 25.
52	Salem College	Bourbon, Ind															14		
53	Indiana University	Bloomington, Ind	211	72	23	44	11	33	8	17	3	3		4	39	Free.	20	6,000	July 3.
54	Wabash College	Crawfordsville, Ind	89	32		25		19		22			50	4	39	10	12–20	12,000	June, 4th Wednesday.
55	Concordia College	Fort Wayne, Ind	88	41		15		19		13						*a*24	*b*60	3,000	September 1.
56	Ft. Wayne College	do	14	10	1	0	0	1	1	1	0			4	42	12	14		June 19.
57	Franklin College	Franklin, Ind	10	3		4		1	2					4	40	7	12–15	1,000	June, 3d week.
58	Indiana Asbury Univ	Greencastle, Ind	172	58	10	45	3	23	5	24	4			4	40				
59	Hanover College	Hanover, Ind	74	27		27		6		14				4	38	Free.	13–17	7,000	June 13.
60	Hartsville University	Hartsville, Ind	7	2	3			1		1			0	4	37	6–7	8–13	503	June, Thurs. after 2d Tues.
61	Northw'n Christian Univ.	Indianapolis, Ind	84	35	15	8	4	6	4	8	1			4	40	8	20	5,000	June 24.
62	Howard College	Kokoma, Ind	69													*b*25–32			June 20.
63	Union Christian College	Merom, Ind	9	3		1	1	1	1	1	1			4	40	6–8	12–14	400	June, 1st Wednesday.
64	Moore's Hill College	Moore's Hill, Ind	12	4	1	4		1		2				4	42	5 50–9	12–16	340	June 19.
65	University of Notre Dame	Notre Dame, Ind	58	20		18		12		8		5	2	4	40	150	30	12,000	June, last Wednesday.
66	Earlham College	Richmond, Ind	66	18	16	6	2	9	3	10	2	0		4	39	*a*60	12	3,300	June 25.
67	St. Meinrad's College	Saint Meinrad, Ind	41	11		8		11		11				6	42	15	15	4,000	June, last Thursday.
68	Burlington University	Burlington, Iowa	41										2	3	40	6–10	16	2,000	

* Elective.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Collegiate department.												Number of scholarships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.	Time of commencement.
			Number of students.	Freshmen.		Sophomore.		Junior.		Senior.		Number of post graduates.						Tuition per term.	Board per month.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.										
	1	2	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
69	Griswold College	Davenport, Iowa	18	4	....	7	1	2	....	4	....	....	0	4	40	$10	$12-16	4,500	June, last Wednesday.
70	Norwegian Luther Coll	Decorah, Iowa	48	18	....	15	....	8	....	7	....	....	....	6	43	Free.	7	2,000	September 1.
71	Upper Iowa University	Fayette, Iowa	38	16	4	11	1	1	2	1	2	1	4	4	39	6-9	12	2,000	June 27.
72	Iowa College	Grinnell, Iowa	31	10	1	7	....	10	....	2	1	....	8	4	40	7-8	8	4,000	July 12.
73	Humboldt College	Humboldt, Iowa	....	....	....	....	....	....	....	....	....	....	....	4	40	6-10	16	.....	
74	Simpson Centenary Coll.	Indianola, Iowa	50	....	....	....	....	....	....	....	....	0	0	4	39	10	12	.....	June, 2d Wednesday.
75	Iowa State University	Iowa City, Iowa	131	30	16	34	14	15	2	17	3	....	....	5	38	Free.	14-20	4,500	June, last week.
76	Iowa Wesleyan Univ	Mt. Pleasant, Iowa	129	23	15	19	29	12	8	14	9	....	....	4	37	Free.	14-16	2,500	June 18.
77	Cornell College	Mt. Vernon, Iowa	20	6	1	2	....	4	....	6	1	....	....	4	38	8 50	14	4,000	June 19.
78	Central Univ. of Iowa	Pella, Iowa	18	4	3	4	4	2	1	....	....	....	17	4	40	8	12	2,000	September 5.
79	Whittier College	Salem, Iowa	....	....	....	....	....	....	....	....	....	....	5	4	45	9	12	500	August, last Thursday.
80	Tabor College	Tabor, Iowa	18	4	....	5	1	2	....	4	2	....	0	4	37	8 50	10	3,000	June 9-11.
81	Saint Benedict's College	Atchison, Kans	....	....	....	....	....	....	....	....	....	....	....	6	43	.....	15	2,000	June.
82	Baker University	BaldwinCity, Kans	44	14	9	6	4	4	2	3	2	6	50	4	40	10	15	2,000	June.
83	Highland University	Highland, Kans	19	....	11	2	....	1	2	2	1	....	....	4	....	11	12-14	.....	
84	State University	Lawrence, Kans	27	4	8	4	5	4	2	....	....	....	....	4	....	Free.	16	.....	June 4.
85	Washburn College	Topeka, Kans	....	....	....	....	....	....	....	....	....	....	....	4	....	*b*30	16-20	2,000	
86	Berea College	Berea, Ky	18	4	....	4	....	6	1	3	....	....	....	4	....	2-3	8-10	.....	June 26.
87	Centre College	Danville, Ky	57	8	....	20	....	13	....	16	....	1	....	4	42	*a*50	16-20	5,000	June, last Thursday.
88	Cecilian College	Elizabethtown, Ky	....	....	....	....	....	....	....	....	....	....	....	4	40	25	15	.....	
89	Kentucky Military Institute.	Frankfort, Ky	....	....	....	....	....	....	....	....	....	....	....	4	40	*a*100	25	.....	
90	Georgetown College	Georgetown, Ky	94	38	....	28	....	18	....	10	....	....	....	4-5	40	50	18-20	.....	June, second Thursday.
91	Kentucky University	Lexington, Ky	173	....	....	....	....	....	....	....	....	6	10	4	40	30	8-20	20,000	
92	Bethel College	Russellville, Ky	175	....	....	....	....	....	....	....	....	0	0	5	40	30	16	1,000	Second Thursday in June.

93	Saint Mary's College	Saint Mary's Station, Ky.	79	45		27		7						4	43	*a*225		800	June, last Wednesday.
94	Eminence College	Eminence, Ky														*b*250			June 6.
95	Louisiana State Univ	Baton Rogue, La	68	32		18		11		7				4	40	80	20		October, first Monday.
96	Saint Charles College	Grand Coteau, La	62	18		18		16		10					44	50	22	4,000	August.
97	Centenary College	Jackson, La	19	11		2		5		1				4	40	60	13–20	2,000	July, second Wednesday.
98	College of the Immaculate Conception.	New Orleans, La																8,000	
99	Straight University	do	6	2	4									3	40	3			
100	Bowdoin College	Brunswick, Maine	136	35		38		27		36		4	25	4	38	25	12–16	35,000	July, second Wednesday.
101	Bates College	Lewiston, Maine	96	39	0	18	0	20	0	19	0		13	4	37	36	12	5,600	June, last Wednesday.
102	Colby University	Waterville, Maine	52										68	4	39	10	12	10,000	July, fourth Thursday.
103	Saint John's College	Annapolis, Md	64	25	0	16		15		8			160	4	42	*a*75	20	3,000	July, last Wednesday.
104	Loyola College	Baltimore, Md												4	42	75		20,000	June, last Wednesday.
105	Washington College	Chestertown, Md	31										21	5	40	40–60	16	1,000	July, second Wednesday.
106	Rock Hill College	Ellicott City, Md	46	22			15		7	2		2		4	42	*a*80	19	6,800	June, last Thursday.
107	Saint Charles College	do												4	42	90	18	4,000	July.
108	Mount St. Mary's College	Emmettsburgh, Md																8,000	
109	Frederick College	Frederick, Md	21										8	4	44	*a*10–40		2,300	
110	Mount St. Clement's Coll	Rochester, Md												4	45				
111	Calvert College	New Windsor, Md														*b*240			June, last Tuesday.
112	Western Maryland Coll	Westminster, Md	73	8	15	16		10	15	5	4		B 15	4	42	30–60	18	2,500	June, third Thursday.
113	Amherst College	Amherst, Mass	268	82		60		67		59				4	38	30	14–24	23,000	
114	Boston College	Boston, Mass												4		*b*60		3,000	
115	Harvard College	Cambridge, Mass	637	177		167		162		131		8	88	4	37	*a*150	18–36	134,000	June, last Wednesday.
116	Tufts College	College Hill, Mass	62	14		17		15		16		3	27	4	38	30	14	12,000	June, last Wednesday but one.
117	Williams College	Williamst'n, Mass	119	44		18		31		26			29	4	39	25	12–24	15,000	July, first Wednesday.
118	College of the Holy Cross	Worcester, Mass											2	4	42		*b*295	10,000	
119	Adrian College	Adrian, Mich	32	12	3	3	2	3	1	8				4	40	*a*20	12		June.
120	Albion College	Albion, Mich	33	7	5	4	3	6	1	3	4	1		4		Free.	10		June 18.
121	Michigan University	Ann Arbor, Mich	392	100	22	113	8	65	7	76	1	8		4	40	*a*10	10–20	22,000	June, last Wednesday.
122	Hillsdale College	Hillsdale, Mich												4	37	Variable.	10–15	4,500	June.
123	Kalamazoo College	Kalamazoo, Mich	30	10	13	4	1	2					100	4	38	6	8–16	2,100	June, third Wednesday.
124	Olivet College	Olivet, Mich	50	6	10	5	13	4	4	8			4	4	38	5–7	10–13	4,000	Thursday nearest June 20.
125	University of Minnesota	Minneapolis, Minn	36	16	5	6	3	4	0	2	0	0	0	4	38	Free.	8–18	6,000	June 19, 1873.
126	Carleton College	Northfield, Minn	7	3	2	0	0	1	1	0	0	0	0	4	39	8	11	1,100	July 1.
127	Saint John's College	Saint Joseph, Minn	56		0		0		0		0			5	42		*b*180	1,500	June 27.
128	Mississippi College	Clinton, Miss	25	10	0	8	0	4	0	3	0		80	4	40	60	16	2,000	Last week in June.
129	University of Mississippi	Oxford, Miss	127		0		0		0		0	0	118	4	36		15–18	5,000	Last Thursday in June.
130	Pass Christian College	Pass Christian, Miss.														*b*330		900	July.
131	Madison College	Sharon, Miss											0	4	40	55	18	540	July.
132	Tougaloo University	Tougaloo, Miss											10	6	40	5–30	15		
133	Saint Vincent's College	Cape Girardeau, Mo	159										0	4	40	250	25	5,500	June, last Wednesday.
134	McGee College	College Mound, Mo	31	6	4	2	1	4	6	6	2			4	42	25	14	520	June, last Thursday.
135	University of Missouri	Columbia, Mo	294	97	7	102	8	48	5	25	2	3	14	4	40	10	16	7,000	June, last Wednesday.
136	Grand River College	Edinburgh, Mo	0	0	0	0	0	0	0	0	0	0	0	3	36	*a*30–35	10		
137	Central College	Fayette, Mo	78										0	3–5	40	25	10–16		
138	Westminster College	Fulton, Mo	49	26	0	8	0	10	0	5	0	1		4	40	25	14–16	2,500	June 20.
139	Lewis College	Glasgow, Mo												4	38	12–14	15	4,000	June 11.

† Divided into nine schools.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Collegiate department.										Number of scholarships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.	Time of commencement.
			Number of students.	Freshmen.		Sophomores.		Junior.		Senior.		Number of post graduates.				Tuition per term.	Board per month.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
	1	2	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
140	Lincoln College	Greenwood, Mo													37	$10	$8		
141	Hannibal College	Hannibal, Mo	73	20	22	13	18	0	0	0	0	0	0	4	40	25	16	400	June 8.
142	William Jewell College	Liberty, Mo												4	40	a60	12-16	4,000	
143	Johnson Male and Female College.	Macon City, Mo												2	40	12-14	3-5		
144	Saint Paul's College	Palmyra, Mo												4	40		b150		
145	Bethel College	do																	
146	Saint Joseph's College	Saint Joseph's, Mo												4	44	8-20	25	600	December 19.
147	Saint Louis University	Saint Louis, Mo	52	21	0	17	0	11	0	3	0	0	0	2	42	50-60	24	24,000	September, first Monday.
148	Washington University	do	31	11	0	8	0	8	0	4	0		60	4	40	25-50			June, second Wednesday.
149	Coll. of the Christ'n Bro's.	do	39	18	0	8	0	6	0	7	0	0	0	4	40	60	24	10,000	Wed. bef. last Thurs. in June.
150	Nebraska College	Nebr. City, Nebr												4	40	50	28	2,000	June 29.
151	Dartmouth College	Hanover, N. H	264	72	0	54	0	67	0	71	0		110	4	39	35	10-16	46,000	June, last Thursday.
152	Rutgers College	NewBrunsw'k, N.J	144	39		34		37		34		0		4	40	25	18-30		July, next to last Wednesday.
153	College of New Jersey	Princeton, N. J	369	98		90		99		82		7	62	4	38	20-30	12-24	20,000	June, last Wednesday.
154	Seton Hall College	South Orange, N. J	100										0	7	44	b400		8,000	Do.
155	Alfred University	Alfred, N. Y	80	33		27		15		5						10	6-12	6,000	July, first Wednesday.
156	St. Bonaventura College	Allegany, N. Y												4	52	95	19		
157	Saint Stephen's College	Annandale, N. Y	53	12		11		16		14				6	37	Free.	a225	2,000	June 19.
158	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y											0	8	40	30	9	3,000	Do.
159	Saint John's College	do														a60			
160	Canisius College	Buffalo, N. Y	71											6	44	50	15	2,000	June, end of.
161	Saint Joseph's College	do												4	44	10	20	1,500	June 28.
162	St. Lawrence University	Canton, N. Y	34	7	4	6	3	3	3	5	3	1	11	4	40	15	14-16	6,000	June, last Wednesday.
163	Hamilton College	Clinton, N. Y	161	45		39		37		40		11	50	4	38	20	12-16	12,000	June, Thurs. after last Tues.

164	Saint John's College	Fordham, N. Y.	68	20		20		19		9		4	0	4	43	*b*350		15,000	June, last Wednesday.
165	Hobart College	Geneva, N. Y.	44	11		13		5		15			20	4	38	*a*50	18–20	13,000	June, last Thursday but one.
166	Madison University	Hamilton, N. Y.	113	20		31		24		38			50	4	40	10	12	10,454	June, third Wednesday.
167	Cornell University	Ithaca, N. Y.	506	140	9	121	3	130	2	100	1	5	512	4	40	15	10–24	35,000	June, last Thursday.
168	College of the City of N. Y.	New York, N. Y.	344	183		70		51		40		0		5	35			21,000	Thursday before July 3.
169	Coll. of St. Francis Xavier	do	90	32		27		21		10		7	16	4	40	30		16,000	June 24.
170	Columbia College	do	124	47		28		28		21		0	31	4	39	*a*100		15,603	June, last Wednesday.
171	Manhattan College	do	85	30		28		16		11		1	0	4	42	50	25	6,500	June.
172	University of City of N. Y	do	57	21		17		13		6		0	0	4	39	Free.	26	3,046	June, third Thursday.
173	University of Rochester	Rochester, N. Y.	148	42		40		41		25		0	35	4	39	20	20–30	11,000	Wednesday before July 4.
174	Union College	Schenectady, N. Y.	119	34		23		38		24		0		4	39	15	14–20	18,000	Do.
175	Syracuse University	Syracuse, N. Y.	104	47	17	20	6	6	2	5	1	0	0	4	39	10–20	16–18	1,563	June, last Thursday.
176	Davidson College	Davidson Village, N. C.	96	17		28		24		27		0		4	40	20–30	10–15	6,000	June, last Thursday.
177	Rutherford Male and Female College.	Excelsior, N. C.	234	99	40	25	10	22	8	22	8	2		0	20	5–20	8–10		August, first Wednesday.
178	North Carolina College	Mt. Pleasant, N. C	21	8		6		6		1		2		4	40	40	10	1,000	May, last Thursday.
179	Wake Forest College	Wake Forest, N. C.	100									0		4	41	35	10–16	8,000	June, fourth Thursday.
180	Trinity College	Trinity, N. C.	107	36		40		22		9			0	4	42	30	11–13	6,000	June, second Thursday.
181	Buchtel College	Akron, Ohio											12	4	40	10	20		
182	Ohio University	Athens, Ohio	40	20	1	8		5		5	1		88	4	36	10	14	5,000	June 26.
183	Baldwin University	Berea, Ohio	93	28	16	7	5	9	13	9	6			4	40	2	10–12	1,000	June, second Thursday.
184	Saint Xavier College	Cincinnati, Ohio	69											4	40	60		16,000	July, last Wednesday.
185	Mount Saint Mary's of the West.	do	61	20		18		9		14				6	42	*b*160	15	10,000	June 24.
186	Capitol University	Columbus, Ohio	24	8		2		8		6				4	40	*a*40	8–10		June 25.
187	Ohio Wesleyan University	Delaware, Ohio	194	57		45		48		44				4	46	30	12–20	13,060	June 26.
188	Kenyon College	Gambier, Ohio	51	19		12		11		9		0	56	4	38	10	14	12,000	June, last Thursday.
189	Denison University	Granville, Ohio	61	28		14		13		6			43	4	40	10	12	11,000	Do.
190	Hiram College	Hiram, Ohio												6	40	11	16–20	2,500	June, third Thursday.
191	Western Reserve College	Hudson, Ohio	52	14		17		9		12		0		4	39	10	9–16	10,000	Wednesday before July 3.
192	Ohio Central College	Iberia, Ohio	35	7	1	12		12	3			0	0	4	40	10	10	500	June 19.
193	Marietta College	Marietta, Ohio	87	25		31		22		9			26	4	38	38	10–16	24,000	Wednesday before July 4.
194	Mount Union College	Mount Union, Ohio	153	71	14	25	3	16	1	22	1	4	0	4	36	13	10–14	3,500	July 24.
195	Franklin College	New Athens, Ohio											0	5	40	10	10–12	3,000	June.
196	Oberlin College	Oberlin, Ohio	141	36	5	39	3	30	3	24	1	24		4	36	3	14	11,000	August, first Wednesday.
197	Miami University	Oxford, Ohio	78	21		17		22		18				4	40	20	12–14	9,000	June, second Thursday.
198	Richmond College	Richmond, Ohio												4	38	8–12	10–12		
199	"One Study" University	Scio, Ohio	337	80	40	100	55	29	15	15	3			4	43	12	13		June 19.
200	Wittenberg College	Springfield, Ohio	79	32		16		14		17			10	4	40	20	8–10	8,000	June, last Thursday.
201	Heidelberg College	Tiffin, Ohio	61	14	3	18	5	5		16				4	36	21–26	14	4,000	June 21.
202	Urbana University	Urbana, Ohio	5	3		2								4	40	15–20	18	5,000	June 3.
203	Otterbein University	Westerville, Ohio	32	6	1	5	6	2	2	6	4	0		4	40	12	14	800	June 5.
204	Willoughby College	Willoughby, Ohio											0	2	40	8	12	3,000	June, third Thursday.
205	University of Wooster	Wooster, Ohio	134	44	7	27	8	27	4	14	3			4	39	12	8–20	2,500	June 25.
206	Wilberforce University	Xenia, Ohio	5			1				2	2		2	4	42	4, 75–6. 75	6–12	3,000	June, third Wednesday.
207	Xenia College	Xenia, Ohio	88	27	29		11		15		6			4	40	36	17	350	June 26.
208	Antioch College	Yellow Springs, Ohio.	16	4	1	2	2	1	2	2	2		0	4	40	10	14	5,000	June 19.
209	Pacific University	Forest Grove, Oreg	13													*a*33	*a*180	5,000	June, first Wednesday.
210	Christian College	Monmouth, Oreg	126																
211	Willamette University	Salem, Oregon	42	20	6	6	2	3		3	2	1		4	39	15	20	2,000	June, last Thursday.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Collegiate department.										Number of scholarships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.	Time of commencement.
			Number of students.	Freshmen.		Sophomore.		Junior.		Senior.		Number of post graduates.				Tuition per term.	Board per month.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
	1	2	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
212	Muhlenberg College	Allentown, Pa	66	15	....	15	....	16	....	20	....	....	13	3	40	$12–15	15	3,000	June, last Thursday.
213	Andalusia College	Andalusia, Pa	22	....	....	13	....	5	....	4	....	....	....	....	....	*b*300	.....	400	Do.
214	Lebanon Valley College	Annville, Pa	25	4	5	6	2	1	1	5	1	0	0	2	40	*a*42	16	.....	June, second Thursday.
215	College of Saint Thomas of Villanova.	Bryn Mawr, Pa	40	10	....	10	....	15	....	5	....	....	....	4	39	*b*250	.....	3,000	September, first week.
216	Dickinson College	Carlisle, Pa	87	21	....	30	....	17	....	19	....	....	....	4	40	.....	10–14	30,000	June, last Thursday.
217	Lafayette College	Easton, Pa	257	108	....	60	....	39	....	50	....	2	....	4	39	15	12	.....	Wednesday before July 4.
218	Ursinus College	Freeland, Pa	37	19	....	7	....	6	....	5	....	....	9	4	40	*a*40–48	14	5,000	June, last Thursday.
219	Pennsylvania College	Gettysburgh, Pa	74	18	....	17	....	23	....	16	....	....	....	4	39	15–20	13	18,300	Do.
220	Franklin and Marshall College.	Lancaster, Pa	72	16	....	15	....	27	....	14	....	....	....	4	39	13	18	12,000	Do.
221	Lewisburgh University	Lewisburgh, Pa	73	26	....	12	....	14	....	21	....	0	....	4	40	36	12	5,000	June, last Wednesday.
222	Saint Francis College	Loretto, Pa	....	....	....	....	....	....	....	....	....	....	....	....	....	*b*200	.....	.....	
223	Lincoln University	Lower Oxford, Pa	85	31	....	19	....	18	....	17	....	4	8	4	36	8	10	3,000	June, third Wednesday.
224	Allegheny College	Meadville, Pa	53	17	6	5	2	14	....	9	....	....	....	4	40	.....	16	11,050	June 26.
225	Mercersburgh College	Mercersburgh, Pa	49	23	....	7	....	11	1	7	....	....	....	4	39	25	12	.....	June 11.
226	Palatinate College	Myerstown, Pa	....	....	....	....	....	....	....	....	....	....	....	....	....	*a*32	*a*154	600	June, second Thursday.
227	Westminster College	Wilmington, Pa	85	11	....	19	....	34	1	20	....	....	....	4	38	8–9	16	3,000	June 26.
228	La Salle College	Philadelphia, Pa	....	....	....	....	....	....	....	....	....	....	....	....	....	*a*60–80	.....	3,000	Do.
229	Saint Joseph's College	do	....	....	....	....	....	....	....	....	....	....	....	....	....	10	.....	.....	
230	University of Pennsylvania.	do	88	16	....	25	....	21	....	26	....	....	15	4	40	50	.....	20,000	June, last Thursday.
231	Western University of Pennsylvania.	Pittsburgh, Pa	41	8	....	8	....	11	....	14	....	....	0	4	42	25	18	2,700	June, last week.
232	Lehigh University	S. Bethlehem, Pa	....	....	....	....	....	....	....	....	....	....	1	4	40	Free.	20	2,000	June, last Thursday.
233	Swathmore College	Swathmore, Pa	70	19	21	7	7	3	7	1	5	....	....	4	40	*b*350	.....	2,000	June, third Wednesday.

234	Washington and Jefferson College.	Washington, Pa	100	38	....	36	....	15	....	11	....	....	....	4	39	8	10	10,000	Wednesday before July 3.
235	Waynesburgh College	Waynesburgh, Pa.	112	20	10	18	12	12	14	16	10	....	....	4	40	12	16	1,500	September, first week.
236	Haverford College	W. Haverford, Pa.	44	11	....	13	....	12	....	8	....	....	3	4	40	*b*425	.....	8,750	July 10.
237	Saint Vincent's College	Westmoreland co., Pa.	145	....	....	....	....	....	....	....	....	....	....	....	....	*a*180	.....	6,000	July.
238	Brown University	Providence, R. I.	224	56	....	77	....	41	....	50	....	....	55	4	38	37.50	20–32	42,000	June, last Wednesday.
239	College of Charleston	Charleston, S. C	....	....	....	....	....	....	....	....	....	....	....	4	40	10	.....	.....	
240	University of South Carolina.	Columbia, S. C	....	....	....	....	....	....	....	....	....	....	32	....	40	15–50	16–20	27,000	June 29.
241	Furman University	Greenville, S. C	....	....	....	....	....	....	....	....	....	....	....	4	40	*a*60	15	.....	June, third Wednesday.
242	Claflin University	Orangeburgh, S. C.	....	....	....	....	....	....	....	....	....	....	....	....	....	*b*125	.....	800	Do.
243	Wofford College	Spartanburgh, S.C.	92	32	....	29	....	17	...	14	....	0	0	4	40	30	15	15,000	June, last Wednesday.
244	Newberry College	Walhalla, S. C.	13	9	....	0	....	2	....	2	....	....	150	4	42	*a*45	15	4,000	June, last Thursday.
245	East Tennessee Weslyan University.	Athens, Tenn	80	20	21	21	6	8	0	4	....	0	....	4	40	135–190	10–14	2,200	May, last Wednesday.
246	King College	Bristol, Tenn	36	12	....	8	....	6	....	10	....	....	....	....	....	40	12–15	.....	June, first Thursday.
247	Greenville and Tusculum College.	Greenville, Tenn.	12	4	....	5	....	1	....	2	....	....	....	4	40	24–36	9	5,000	June, first Wednesday.
248	West Tennessee College	Jackson, Tenn	....	....	....	....	....	....	....	....	....	....	....	....	40	30	.....	.....	
249	Jonesborough College	Jonesboro'h, Tenn.	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	
250	East Tennessee University.	Knoxville, Tenn.	62	34	....	12	....	9	....	7	....	0	0	4	40	15–18	11	1,200	June 18.
251	Cumberland University	Lebanon, Tenn	103	23	....	34	....	21	....	25	....	....	....	4	40	30–35	14–20	1,000	June 3.
252	Maryville College	Maryville, Tenn	30	....	....	....	....	....	....	....	....	....	1	4	40	10	8–10	2,000	May, last Thursday.
253	Union University	Murfreesborough, Tenn.	....	....	....	....	....	....	....	....	....	....	....	....	40	*a*30–60	14–16	.....	June 13.
254	Central Tennessee College.	Nashville, Tenn	....	....	....	....	....	....	....	....	....	....	....	....	36	4–5	8–10	450	May 24.
255	University of Nashville	....do	37	....	....	....	....	....	....	....	....	....	0	....	40	12.50	20	10,000	September, first Monday.
256	Fisk University	....do	12	3	4	3	2	....	....	....	....	....	....	4	36	*a*10	10	720	May, last Thursday.
257	University of the South	Sewanee, Tenn	....	....	....	....	....	....	....	....	....	....	....	....	40	*a*100	21	5,000	July 11.
258	Texas Military Institute	Austin, Tex	....	....	....	....	....	....	....	....	....	....	....	5	40	*a*75	*a*200	1,000	June.
259	Saint Joseph's College	Brownsville, Tex	....	....	....	....	....	....	....	....	....	....	....	....	44	.....	20	.....	
260	University of Saint Mary.	Galveston, Tex	35	19	....	12	....	4	....	....	....	....	....	6	40	4–6	25	500	June, last Thursday.
261	Henderson College	Henderson, Tex	....	....	....	....	....	....	....	....	....	....	....	....	....	*a*130	.....	.....	
262	Baylor University	Independence, Tex.	120	....	....	....	....	....	....	....	....	0	0	4	40	60	12.50	2,700	June, second Wednesday.
263	Waco University	Waco, Tex	....	....	....	....	....	....	....	....	....	....	0	4	41	*a*50	15	.....	
264	University of Vermont	Burlington, Vt	47	12	4	11	2	11	0	7	0	0	15	4	39	15	12–16	15,000	July, second Wednesday.
265	Middlebury College	Middlebury, Vt	54	20	....	12	....	13	....	9	....	0	7	4	38	15	14–16	12,000	Do.
266	Norwich University, (military.)	Northfield, Vt	27	12	....	0	....	5	....	10	....	....	....	4	39	56–84	*a*210	3,500	June 25.
267	Randolph Macon College.	Ashland, Va	....	....	....	....	....	....	....	....	....	....	....	4	40	37.50	13	.....	
268	University of Virginia	Charlottesville, Va.	240	....	....	....	....	....	....	....	....	....	53	....	36	75	18	37,000	Thursday before July 4.
269	Emory and Henry College	Emory, Va	92	27	....	25	....	25	....	15	....	....	....	4	42	*a*60	13	13,580	June, first Wednesday.
270	Hampden Sidney College.	Hampden Sidney, Va.	88	....	....	....	....	....	....	....	....	....	0	....	41	50	13–18	7,000	June.
271	Washington and Lee University.	Lexington, Va	240	....	....	....	....	....	....	....	....	2	14	....	40	100	15	10,000	June, fourth Thursday.
272	Virginia Military Institute.	....do	300	86	....	95	....	63	....	56	....	2	50	4	40	100	15	5,000	July 4.
273	Richmond College	Richmond, Va	....	....	....	....	....	....	....	....	....	....	0	....	40	*a*70–80	10	3,000	July 1.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Collegiate department.										Number of scholarships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.	Time of commencement.
			Number of students.	Freshmen.		Sophomore.		Junior.		Senior.		Number of post graduates.				Tuition per term.	Board per month.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
	1	2	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
274	Roanoke College	Salem, Va	118	....	....	....	....	....	....	....	....	0	0	4	40	*a*$50	$10	9,000	June 18.
275	College of William and Mary.	Williamsburgh, Va	....	....	....	....	....	....	....	....	....	1	15	3	38	50	14–20	6,000	July 4.
276	Bethany College	Bethany, W. Va	103	52	....	24	....	16	....	11	....	....	....	4	36	15	16–20	.....	June, third Thursday.
277	West Virginia College	Flemington, W. Va	0	....	....	....	....	....	....	....	....	0	0	4	40	8	10	500	July 10.
278	West Virginia University	Morgant'wn, W. Va	71	22	....	23	....	12	....	14	....	0	22	4	40	5– 8	9–12	3,000	June, third Thursday.
279	Saint Vincent's College	Wheeling, W. Va	....	....	....	....	....	....	....	....	....	....	....	....	....	*a*30	*a*200	3,500	
280	Lawrence University	Appleton, Wis	18	6	....	6	....	5	....	1	....	3	....	4	39	7–12	18	6,500	June, last Thursday.
281	Beloit College	Beloit, Wis	54	20	....	12	....	10	....	12	....	....	*15	4	40	12	9–20	7,200	July, second Wednesday.
282	Galesville University	Galesville, Wis	33	15	7	3	1	1	2	4	....	....	....	4	39	10	12	4,500	June 26.
283	University of Wisconsin	Madison, Wis	68	6	16	12	11	8	10	5	....	2	100	4	38	6	8	4,600	June 19.
284	Milton College	Milton, Wis	78	20	23	12	11	6	2	4	....	....	....	4	39	8–11	10–13.50	1,500	June 26.
285	Saint John's College	Prairie du Chien, Wis.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
286	Racine College	Racine, Wis	65	15	....	17	....	15	....	18	....	....	....	4	39	*b*427	....	2,500	July 9.
287	Ripon College	Ripon, Wis	50	....	....	....	....	....	....	....	....	0	0	4	39	7– 8	10	3,000	June, last Wednesday.
288	Pio Nono College	Saint Francis Station, Wis.	....	....	....	....	....	....	....	....	....	....	....	....	42	*b*160	16	.....	
289	Northwestern University	Watertown, Wis	18	5	....	7	....	2	....	4	....	....	....	4	40	10	7.50	1,800	June, last Wednesday.
290	Georgetown College	Georgetown, D. C	50	16	....	10	....	13	....	11	....	0	0	7	44	*a*60	*b*325	30,000	June 27.
291	National Deaf-Mute College.	Washington, D. C	18	6	....	6	....	3	....	3	....	....	....	4	40	....	*b*150	600	July, last Wednesday.
292	Columbian College	....do	40	....	....	....	....	....	....	....	....	....	....	4	39	*a*60	18	5,000	June, last Wednesday.
293	Gonzaga College	....do	....	....	....	....	....	....	....	....	....	....	....	7	40	48	....	.....	
294	Howard University	....do	35	22	2	7	0	1	1	2	0	....	0	4	37	3	13	7,850	June, second Wednesday.

295	Santa Fé University	Santa Fé, N. Mex	....	....	....	....	....	....	....	....	....	....	....	....	....	40-60	a225	40		
296	University of Deseret	Salt Lake City, Utah.	12	12	....	....	....	....	....	....	....	....	....	3	40	10	.....	2, 205	June 14.	
297	Universityof Washington	Seattle, Wash. Ter.	....	....	....	....	....	....	....	....	....	....	....	4	40	.....	.....	.....		
298	Holy Angels College	Vancouver City, Wash. Ter.	....	....	....	....	....	....	....	....	....	....	....	....	44	4- 5	22	.....		

* Also forty single scholarships.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Number.	Name.	Location.	Degrees conferred at last commencement.															Legacies and gifts since October 15, 1871.	Remarks.
			A. B.	A. M.	Ph. B.	Ph. D.	D. D.	LL. B.	LL. D.	M. D.	B. D.	M. S.	C. E.	B. S.	Mus. Doc.	B. Lettres.	Fellows.		
	1	2	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	
1	Southern University	Greensborough, Ala.																	
2	Howard College	Marion, Ala	2	2			2											None.	
3	Saint Joseph's College	Spring Hill, Ala		2														None.	
4	Talladega College	Talladega, Ala																	
5	University of Alabama	Tuscaloosa, Ala	2															None.	
6	Cane Hill College	Boonsborough, Ark																	
7	Saint John's College	Little Rock, Ark																	
8	Missionary College of St. Augustine.	Benicia, Cal	2											5					
9	Saint Vincent's College	Los Angeles, Cal																	
10	University of California	Oakland, Cal																	
11	Saint Ignatius College	San Francisco, Cal.	1	1														$50,000	
12	Saint Mary's College	do	1																
13	University College	do																	
14	Franciscan College	Santa Barbara, Cal.																	
15	Santa Clara College	Santa Clara, Cal		2										7					
16	University of the Pacific	San José, Cal																	
17	Pacific Methodist College	Santa Rosa, Cal	2	4														None.	
18	College of Our Lady of Guadalupe.	Santa Inez, Cal																	
19	California College	Vacaville, Cal																	
20	Hesperian College	Woodland, Cal																	
21	Trinity College	Hartford, Conn	21	4 H. 7			2H.											22,000	

22	Wesleyan University	Middletown, Conn	27	6H.	26			6H.												20,000
23	Yale College	New Haven, Conn	125	10 H.			3	2H.		4H.								1H.		
24	Delaware College	Newark, Del																		
25	Bowdon College	Bowdon, Ga	5																	
26	University of Georgia	Athens, Ga	46	9			2								5					
27	Oglethorpe University	Atlanta, Ga																		
28	Mercer University	Macon, Ga																		
29	Emory College	Oxford, Ga	27	2 H.	6		1H.													
30	Abingdon College	Abingdon, Ill		5																
31	Illinois Wesleyan University.	Bloomington, Ill	2	6												4				
32	Saint Viatur's College	Bourbonnais Grove, Ill.																		
33	Blackburn University	Carlinville, Ill	4				2H.													
34	Chicago University	Chicago, Ill	9	11			4	25					10		1					
35	Saint Ignatius College	do																		8,000
36	Saint Aloysius College	East St. Louis, Ill.																		
37	Eureka College	Eureka, Ill	5	1												3				
38	Northwestern University	Evanston, Ill	17		5									1						None.
39	Freeport College	Freeport, Ill																		
40	Lombard University	Galesburgh, Ill																		
41	Knox College	do																		
42	Illinois College	Jacksonville, Ill	4	1												2				1,500
43	McKendree College	Lebanon, Ill	8	6			1H.									16				
44	Lincoln University	Lincoln, Ill	7	1 H.												6				40,000
45	Monmouth College	Monmouth, Ill	29	21			1H.									16				15,000
46	Northwestern College	Naperville, Ill	1													3				20,000
47	Augustana College	Paxton, Ill					1H.													
48	Saint Joseph's Ecclesiastical College.	Tentopolis, Ill																		
49	Shurtleff College	Upper Alton, Ill	6	1 H.	3	1H.														17,500
50	Westfield College	Westfield Ill	1	2 H.			2H.									1				
51	Wheaton College	Wheaton, Ill	5																	10,000
52	Salem College	Bourbon, Ind																		
53	Indiana University	Bloomington, Ind		1 H.	4		1H.		3H.											
54	Wabash College	Crawfordsville, Ind	6				1H.		2H.							2				18,000
55	Concordia College	Fort Wayne, Ind																		
56	Ft. Wayne Coll., (1871–'2)	do																		
57	Franklin College	Franklin, Ind																		45,000
58	Indiana Asbury Univ	Greencastle, Ind	20				2H.		1H.							8				27,000
59	Hanover College	Hanover, Ind	12	2		2	3		2											16,500
60	Hartsville University	Hartsville, Ind	1													8				12,000
61	Northw'n Christian Univ.	Indianapolis, Ind	4													4				20,000
62	Howard College	Kokoma, Ind																		
63	Union Christian College	Merom, Ind	2																	1,500
64	Moore's Hill College	Moore's Hill, Ind	2	5												6				
65	University of Notre Dame	Notre Dame, Ind	4	2												2				
66	Earlham College	Richmodd, Ind	4													3				55,000
67	Saint Meinrad's College	Saint Meinrad, Ind																		
68	Burlington University	Burlington, Iowa																		

Also 8 degrees of B. T.

NOTE.—"H" stands for Honorary.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Degrees conferred at last commencement.															Legacies and gifts since October 15, 1871.	Remarks.
			A. B.	A. M.	Ph. B.	Ph. D.	D. D.	LL. B.	LL. D.	M. D.	B. D.	M. S.	C. E.	B. S.	Mus. Doc.	B. Lettres.	Fellows.		
	1	2	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	
69	Griswold College	Davenport, Iowa	6	4										1					
70	Norwegian Luther Coll.	Decorah, Iowa	4															$17, 130	
71	Upper Iowa University	Fayette, Iowa		1										2				1, 100	
72	Iowa College	Grinnell, Iowa	4	1 H.										1				4, 250	
73	Humbold College	Humboldt, Iowa																	Just opened.
74	Simpson Centenary Coll.	Indianola, Iowa	7	1 H.								1H.		6				20, 000	
75	Iowa State University	Iowa City, Iowa	13	2 H.	6		1H.		2H.										
76	Iowa Wesleyan Univ.	Mt. Pleasant, Iowa	12	16				3				5		7					Also 1 degree of M. B.
77	Cornell College	Mt. Vernon, Iowa		11			1											22, 000	
78	Central Univ. of Iowa	Pella, Iowa																12, 000	
79	Whittier College	Salem, Iowa												7					
80	Tabor College	Tabor, Iowa																10, 000	
81	Saint Benedict's College	Atchison, Kans																None.	
82	Baker University	Baldwin City, Kans	1															None.	
83	Highland University	Highland, Kans.																	
84	State University	Lawrence, Kans																	
85	Washburn College	Topeka, Kans																31, 736	
86	Berea College	Berea, Ky	1																
87	Centre College	Danville, Ky	9	11			3H.												
88	Cecilian College	Elizabethtown, Ky																	
89	Kentucky Military Institute.	Frankfort, Ky																	
90	Georgetown College	Georgetown, Ky	4				2H.							2					
91	Kentucky University	Lexington, Ky	3					14											
92	Bethel College	Russellville, Ky	4															8, 000	
93	Saint Mary's College	Saint Mary's Station, Ky.		0	0	0	0	0	0	0	0	0	0	0					
94	Eminence College	Eminence, Ky																	
95	Louisiana State Univ.	Baton Rogue, La																None.	
96	Saint Charles College	Grand Corean, La.																None.	
97	Centenary College	Jackson, La		1 H. 2			1H.												

98	College of the Immaculate Conception.	New Orleans, La.																	
99	Straight University	do		0	0	0	0	0	0	0	0	0	0	0					
100	Bowdoin College	Brunswick, Maine	24	5H. 12			3H.		2H.										10, 125
101	Bates College	Lewiston, Maine	14	1			1H.		2H.										
102	Colby University	Waterville, Maine	8	3H. 6			1H.		2H.										
103	Saint John's College	Annapolis, Md	8	1H.					1H.										
104	Loyola College	Baltimore, Md												0	0				
105	Washington College	Chestertown, Md	1											0					
106	Rock Hill College	Ellicott City, Md	3	6										0					
107	Saint Charles College	do												0	0				
108	Mount St. Mary's College	Emmettsburgh, Md												0	0				
109	Frederick College	Frederick, Md												0	0				
110	Mount St. Clement's Coll.	Ilchester, Md																	
111	Calvert College	New Windsor, Md												0	0				
112	Western Maryland Coll.	Westminster, Md	7				3H.												
113	Amherst College	Amherst, Mass	46	12															
114	Boston College	Boston, Mass																	
115	Harvard College	Cambridge, Mass	112	2H82			1H.		3H.										Also one honorary degree of Doctor of Dental Medicine, (D. M. D.)
116	Tufts' College	College Hill, Mass	10	5	2				2H.		2								80, 000
117	Williams College	Williamst'n, Mass	36	1H. 16			4H.		3H.										21, 500
118	College of the Holy Cross	Worcester, Mass																	
119	Adrian College	Adrian, Mich	2	2H.										8					
120	Albion College	Albion, Mich	1											3					
121	Michigan University	Ann Arbor, Mich	57	10	7														Also 5 degrees of Pharmaceutical Chemist and 1 degree Mining Engineer.
122	Hillsdale College	Hillsdale, Mich	7	2			2H.		1H.										33, 000
123	Kalamazoo College	Kalamazoo, Mich	2		1									2					2, 520
124	Olivet College	Olivet, Mich	4	2H.					1H.					1					
125	University of Minnesota	Minneapolis, Minn																	None.
126	Carleton College	Northfield, Minn																	12, 796
127	Saint John's College	Saint Joseph, Minn																	
128	Mississippi College	Clinton, Miss		2H.															35, 000
129	University of Mississippi	Oxford, Miss	13					3	1H.				1	4					
130	Pass Christian College	Pass Christian, Miss.																	
131	Madison College	Sharon, Miss																	The college functions have been temporarily suspended.
132	Tougaloo University	Tougaloo, Miss																	
133	Saint Vincent's College	CapeGirardeau, Mo	2																None.
134	McGee College	College Mound, Mo	1																
135	University of Missouri	Columbia, Mo	16						1 H.										Also 9 degrees of Mistress of Arts, and 1 honorary degree of same.
136	Grand River College	Edinburgh, Mo																	None.
137	Central College	Fayette, Mo	1		2														None.
138	Westminster College	Fulton, Mo	2																(*)
139	Lewis College	Glasgow, Mo													0				
140	Lincoln College	Greenwood, Mo																	
141	Hannibal College	Hannibal, Mo																	None.
142	William Jewell College	Liberty, Mo																	

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Degrees conferred at last commencement.															Legacies and gifts since October 15, 1871.	Remarks.
			A. B.	A. M.	Ph. B.	Ph. D.	D. D.	LL. B.	LL. D.	M. D.	B. D.	M. S.	C. E.	B. S.	Mus. Doc.	B. Lettres.	Fellows.		
	1	2	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	
143	Johnson Male and Female College.	Macon City, Mo	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
144	Saint Paul's College	Palmyra, Mo	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
145	Bethel College	....do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
146	Saint Joseph's College	Saint Joseph's, Mo	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
147	Saint Louis University	Saint Louis, Mo	5	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	None.	
148	Washington University	... do	5	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
149	Coll. of the Christ'n Bro's.	....do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
150	Nebraska College	Nebr. City, Nebr	.....	.....	.....	.....	2 H.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	None.	
151	Dartmouth College	Hanover, N. H	69	9 H.23	.....	1 H.	3 H.	.....	2 H.	2 H.18	.....	.....	.....	.....	.....	.....	.....	$96, 500	
152	Rutgers College	NewBrunsw'k,N.J	2 H. 18	2 H.16	1 H.	.....	4 H.	.....	1 H.	.....	.....	.....	.....	.....	.....	.....	.....	60, 000	
153	College of New Jersey	Prineeton, N. J	94	4 H.54	.....	1 H.	1 H.	.....	2 H.	.....	.....	.....	.....	.....	.....	.....	.....	470, 000	
154	Seton Hall College	South Orange, N. J	12	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
155	Alfred University	Alfred, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
156	St. Bonaventura College	Allegany, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
157	Saint Stephen's College	Annandale, N. Y	6	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2, 000	
158	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
159	Saint John's College	....do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
160	Canisius College	Buffalo, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
161	Saint Joseph's College	....do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
162	St. Lawrence University	Canton, N. Y	4	2	.....	.....	.....	.....	.....	.....	.....	1	.....	3	.....	.....	.....	.....	
163	Hamilton College	Clinton, N. Y	36	2 H.15	.....	.....	3 H.	10	2 H.	.....	.....	.....	.....	.....	.....	.....	.....	55, 900	
164	Saint John's College	Fordham, N. Y	25	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	None.	
165	Hobart College	Geneva, N. Y	7	2 H.4	.....	.....	2 H.	.....	2 H.	.....	.....	.....	.....	.....	.....	.....	.....	36, 325	
166	Madison University	Hamilton, N. Y	16	.....	.....	1 H.	.....	.....	1 H.	.....	.....	.....	.....	.....	.....	.....	.....	50, 000	
167	Cornell University	Ithaea, N. Y	4	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	312, 500	
168	College of the City of N. Y	New York, N. Y	22	4	.....	.....	.....	.....	.....	.....	.....	1	.....	16	.....	.....	2	.....	
169	Coll. of St. Francis Xavier	....do	12	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
170	Columbia College	....do	29	2 H.27	.....	.....	3 H.	.....	3 H.	.....	.....	.....	.....	.....	.....	.....	.....	None.	
171	Manhattan College	....do	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	None.	

172	University of City of N. Y	....do	8	2		1 H.	3 H.		2 H.						1 H.			5,000
173	University of Rochester	Rochester, N. Y																100,000
174	Union College	Schenectady, N. Y.	14	2 H.6									4					50,000
175	Syracuse University	Syracuse, N. Y	9			1 H.								10				650,000
176	Davidson College	Davidson Village, N. C.	15	5														
177	Rutherford Male and Female College.	Excelsior, N. C		2 H.2			1 H.							1				None.
178	North Carolina College	Mt. Pleasant, N. C	2															
179	Wake Forest College	Wake Forest, N. C.	2		3		1 H.											15,000
180	Trinity College	Trinity, N. C	11	7			1 H.		1 H.									
181	Buchtel College	Akron, Ohio																
182	Ohio University	Athens, Ohio	2	6										4				
183	Baldwin University	Berea, Ohio																
184	Saint Xavier College	Cincinnati, Ohio	9	1														
185	Mount Saint Mary's of the West.	....do																
186	Capitol University	Columbus, Ohio																
187	Ohio Wesleyan Univers'y	Delaware, Ohio	46	1 H.11			2 H.								1			
188	Kenyon College	Gambier, Ohio	12	2 H.12					1 H.									700
189	Denison University	Granville, Ohio	13						2 H.									
190	Hiram College	Hiram, Ohio																
191	Western Reserve College	Hudson, Ohio	18	2			3 H.			37								9,910
192	Ohio Central College	Iberia, Ohio	3															1,000
193	Marietta College	Marietta, Ohio	17				1 H.		1 H.					1				
194	Mount Union College	Mount Union, Ohio	15	1 H.8			1 H.											75,000
195	Franklin College	New Athens, Ohio		4 H.					3 H.									300
196	Oberlin College	Oberlin, Ohio	39															9,000
197	Miami University	Oxford, Ohio	17	4										1				
198	Richmond College	Richmond Ohio																
199	"One Study" University	Scio, Ohio	3	2 H.			2 H.		1 H	1 H.1				14				
200	Wittenberg College	Springfield, Ohio		11			3 H.											9,000
201	Heidelberg College	Tiffin, Ohio	12	6										3				4,000
202	Urbana University	Urbana, Ohio																20,000
203	Otterbein University	Westerville, Ohio	6	3														15,000
204	Willoughby College	Willoughby, Ohio																
205	University of Wooster	Wooster, Ohio	8				2 H.											
206	Wilberforce University	Xenia, Ohio									4			1				None.
207	Xenia College	....do																
208	Antioch College	Yellow Springs, Ohio.	4	3														None.
209	Pacific University	Forest Grove, Oreg																
210	Christian College	Monmouth, Oreg																
211	Willamette University	Salem, Oregon		1 H.4														20,000
212	Muhlenberg College	Allentown, Pa	14	3														24,000
213	Andalusia College	Andalusia, Pa																
214	Lebanon Valley College	Annville, Pa	5													1		18,000
215	College of Saint Thomas of Villanova	Bryn Mawr, Pa	4	4														None.
216	Dickinson College	Carlisle, Pa	17	2 H.7			2 H.		1 H									None.
217	Lafayette College	Easton, Pa	1 H.24	2 H.			5 H.		2H.									Also 3 degrees of Mining Engineer.

* Several thousand.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Degrees conferred at last commencement.															Legacies and gifts since October 15, 1871.	Remarks.
			A. B.	A. M.	Ph. B.	Ph. D.	D. D.	LL. B.	LL. D.	M. D.	B. D.	M. S.	C. E.	B. S.	Mus. Doc.	B. Lettres.	Fellows.		
	1	2	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	
218	Ursinus College	Freeland, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	$10,000	
219	Pennsylvania College	Gettysburgh, Pa	25	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,500	
220	Franklin and Marshall College.	Lancaster, Pa	23	2 H. 7	.....	.....	4 H.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
221	Lewisburgh University	Lewisburgh, Pa	21	6	.....	.....	2 H.	.....	1 H.	.....	.....	.....	.....	.....	.....	.....	.....	.....	
222	Saint Francis College	Loretto, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
223	Lincoln University	Lower Oxford, Pa	15	10	.....	.....	1 H.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,000	
224	Allegheny College	Meadville, Pa	9	1 H. 14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
225	Mercersburgh College	Mercersburgh, Pa	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
226	Palatinate College	Myerstown, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
227	Westminster College	Wilmington, Pa	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....	.....	.....	
228	La Salle College	Philadelphia, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
229	Saint Joseph's College	....do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
230	University of Pennsylvania.	....do	28	18	.....	8	2 H.	9	1 H.	115	.....	.....	.....	.....	.....	.....	.....	80,000	
231	Western University of Pennsylvania.	Pittsburgh, Pa	6	.....	.....	.....	1 H.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16,700	
232	Lehigh University	S. Bethlehem, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
233	Swathmore College	Swathmore, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20,000	
234	Washington and Jefferson College.	Washington, Pa	8	.....	.....	.....	3 H.	.....	2 H.	.....	.....	.....	.....	6	.....	.....	.....	.....	
235	Waynesburgh College	Waynesburgh, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
236	Haverford College	W. Haverford, Pa	13	1 H. 1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19,250	
237	Saint Vincent's College	Westmoreland co., Pa.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
238	Brown University	Providence, R. I	44	2 H.	.....	.....	1 H.	.....	2 H.	.....	.....	.....	.....	.....	.....	.....	.....	60,450	
239	College of Charleston	Charleston, S. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
240	University of South Carolina.	Columbia, S. C	3	1 H.	.....	.....	.....	6	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	
241	Furman University	Greenville, S. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
242	Claflin University	Orangeburgh, S. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

243	Wofford College	Spartanburgh, S.C.	17	9														20,000
244	Newberry College	Walhalla, S.C	2	1														
245	East Tennessee Weslyan University.	Athens, Tenn	4				1 H.		1 H.									
246	King College	Bristol, Tenn	4															500
247	Greenville and Tusculum College.	Greenville, Tenn	2															
248	West Tennessee College	Jackson, Tenn																
249	Jonesborough College	Jonesboro'h, Tenn																
250	East Tennessee University.	Knoxville, Tenn	5						1 H.									None.
251	Cumberland University	Lebanon, Tenn	16	2														
252	Maryville College	Maryville, Tenn					2 H.		1 H.									4,500
253	Union University	Murfreesborough, Tenn.																
254	Central Tennessee College.	Nashville, Tenn																50
255	University of Nashville	do		1 H. 2														None.
256	Fisk University	do																None.
257	University of the South	Sewanee, Tenn																
258	Texas Military Institute	Austin, Tex																
259	Saint Joseph's College	Brownsville, Tex																
260	University of Saint Mary	Galveston, Tex																
261	Henderson College	Henderson, Tex																
262	Baylor University	Independence, Tex			1													None.
263	Waco University	Waco, Tex				1 H.	3 H.											None.
264	University of Vermont	Burlington, Vt	3	2 H. 2					1 H.	18								None.
265	Middlebury College	Middlebury, Vt	15	4			1 H.		1 H.									
266	Norwich University, (military.)	Northfield, Vt	1	3 H.									1 H.	8				1,200
267	Randolph Macon College	Ashland, Va																
268	University of Virginia	Charlottesville, Va.	1	4												3		
269	Emory and Henry College	Emory, Va																
270	Hampden Sidney College.	Hampden Sidney, Va.	12	1			2 H.											9,000
271	Washington and Lee University.	Lexington, Va	11	2			2 H.	16	2 H.									90,000
272	Virginia Military Institute.	do																
273	Richmond College	Richmond, Va		2			4 H.											20,000
274	Roanoke College	Salem, Va	9	10			1 H.											400
275	College of William and Mary.	Williamsburgh, Va		1 H.	3		2 H.		3 H.									1,000
276	Bethany College	Bethany, W. Va																
277	West Virginia College	Flemington, W. Va					2 H.		2 H.									None.
278	West Virginia University	Morgant'wn, W. Va	4															18,300
279	St. Vincent's College	Wheeling, W. Va																
280	Lawrence University	Appleton, Wis	3	3 H. 6		1 H.	1 H.						4	6				25,000
281	Beloit College	Beloit, Wis	13	1 H. 8					1 H.									
282	Galesville University	Galesville, Wis												4				
283	University of Wisconsin	Madison, Wis	10	3 H.				29	3 H.									None.

TABLE VIII.—*Statistics of universities, colleges, and collegiate departments for* 1872—Continued.

Number.	Name.	Location.	Degrees conferred at last commencement.															Legacies and gifts since October 15, 1871.	Remarks.
			A. B.	A. M.	Ph. B.	Ph. D.	D. D.	LL. B.	LL. D.	M. D.	B. D.	M. S.	C. E.	B. S.	Mus. Doc.	B. Lettres.	Fellows.		
	1	2	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	
284	Milton College	Milton, Wis	3	1 H.															
285	Saint John's College	Prairie du Chien, Wis.																	
286	Racine College	Racine, Wis	6	2 H. 4			2 H.		1 H.										
287	Ripon College	Ripon, Wis	3											4				$3,000	
288	Pio Nono College	St. Francis Station, Wis.																	
289	Northwestern University	Watertown, Wis	4																
290	Georgetown College	Georgetown, D. C	12	6					4 H.									None.	
291	National Deaf-Mute College.	Washington, D. C.	8	1 H.															
292	Columbian College	do	7						1 H.										
293	Gonzaga College	do																	
294	Howard University	do	3						2 H.	10								9,000	One diploma of Doctor of Pharmacy.
295	Santa Fé University	Santa Fé, N. Mex																	
296	University of Deseret	Salt Lake City, Utah.																	
297	University of Washington	Seattle, Wash																	
298	Holy Angel's College	Vancouver City, Wash.																	

List of colleges appearing in the report of 1871 *from which no information has been received.*

Name.	Location.	Name.	Location.
La Grange College	La Grange, Ala	Jefferson College	Washington, Miss.
McKenzie College	Batesville, Ark	Woodland College	Independence, Mo.
Petaluma College	Petaluma, Cal	Saint Charles College	Saint Charles, Mo.
Union College	San Francisco, Cal.	University of Nebraska	Lincoln, Nebr.
San Raphael College	San Raphael, Cal.	Burlington College	Burlington, N. J.
Sonoma College	Sonoma, Cal	Martin Luther College	Buffalo, N. Y.
Washington College	Washington, Cal	Saint Joseph's College	Rhinecliff, N. Y.
Atlanta University	Atlanta, Ga	University of North Carolina*	Chapel Hill, N. C.
Christ's College	Montpelier, Ga	Olin College	Iredell County, N. C.
Quincy College	Quincy, Ill	Farmer's College	College Hill, Ohio.
Jubilee College	Robin's Nest, Ill	Harlem Springs College	Harlem Springs, Ohio.
Saint Patrick's College	Ruma, Ill		
Dunkard College	Bourbon, Ind	Saint Louis College	Louisville, Ohio.
Brookville College	Brookville, Ind	Muskingum College	New Concord, Ohio.
Smithson College	——, Ind	Corvallis College	Corvallis, Oreg.
Parson's College	Des Moines, Iowa	Oregon State University	Eugene City, Oreg.
Fairfield College	Fairfield, Iowa	Oregon College	Oregon City, Oreg.
Lane University	Leecompton, Kans	Philomath College	Philomath, Oreg.
Leland University	New Orleans, La	Avery College	Allegheny City, Pa.
Jefferson College	Saint Michael, La	Moravian College	Bethlehem, Pa.
Borromeo College	Pikesville, Md	Maimonides College	Philadelphia, Pa.
Saint Philip's College	Detroit, Mich	Hiawassa College	Madisonville, Tenn.
Hope College	Holland, Mich	Franklin College	Nashville, Tenn.
Semple-Broaddus College	Centre Hill, Miss.	Saint Mary's College	San Antonio, Texas.
Shaw University	Holly Springs, Miss.	Saint John's College	Norfolk, Va.
Aleorn University	Jaekson, Miss	Wayland University	Beaver Dam, Wis.
Oakland College	Oakland, Miss	Carroll College	Waukesha, Wis.

* Suspended.

The following-named institutions appearing in the report of 1871 *are not known by this office to be now in existence.*

Name.	Location.	Remarks.
Florence University	Florence, Ala	Identical.
Wesleyan University		
Marysville College	Marysville, Cal	
Brandywine College	Brandywine, Del	
Marshall College	Henry, Ill	
Mendota College	Mendota, Ill	
Valparaiso College	Valparaiso, Ind	
Thompson University	Baldwin, La	
Baton Rouge College	Baton Rouge, La	
Mount Lebanon College	Mount Lebanon, La	
Jefferson City College	Jefferson City, Mo	
Congregational College	Fontanelle, Nebr	
Genesee College	Lima, N. Y	Consolidated with Syracuse University.
Presbyterian Synodical College	Lagrange, Tenn	
Lookout Mountain Educational Institute.	Lookout Mountain, Tenn	
Colorado College	Columbus, Texas	Suspended.
Aranama College	Goliad, Texas	

MEMORANDA.

East Alabama Male College	Auburn, Ala	Transferred to Agricultural and Mechanical College of Alabama.
Spring Hill College, (near Mobile)	Spring Hill, Ala	See Saint Joseph's College.
Pacific Methodist College	Vacaville, Cal	See Pacific Methodist College, Santa Rosa, Cal. (Identical.)
Jarvis Hall Collegiate School	Colorado Territory	See Table VI.
Illinois Industrial University	Urbana, Ill	See Table X, Part I.
Boston University	Boston, Mass	Academical department not yet organized.
Palmyra College	Palmyra, Mo	See Saint Paul's College. (Identical.)
Hampton Normal Institute	Hampton, Va	See Table X, Part I.
Rensselaer Polytechnic Institute.	Troy, N. Y	See Table X Part II.
German Wallace College	Berea, Ohio	Connected with Baldwin University, Berea, Ohio.
Janesville College	Janesville, Wis	See Table V.

TABLE IX.—*Statistics of institutions for the superior instruction of females for 1872; from replies to inquiries made by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Amount of gifts and legacies during the year.	President or principal.	Religious denomination.	Professors and instructors.						Students.					
									Whole number.		Number resident.		No. non-resident.			Collegiate department.				
									Male.	Female.	Male.	Female.	Male.	Female.	Number in preparatory department.	Freshman, or first year.	Sophomore, or second year.	Junior, or third year.	Senior, or fourth year.	
1	Florence Synodical College	Florence, Ala	1850	1847	$2,500	$1,500	Prof. J. G. Anderson	Pres	2	4	2	4	....	....	31	....	....	....	....	
2	Huntsville Female Seminary	Huntsville, Ala	1829	1829	....	....	Rev. H. R. Smith, A. M	do	3	4	2	3	1	1	50	....	....	....	....	
3	Huntsville Female College	do	1852	1853	....	....	George W. F. Price	M. E.	3	8	3	8	....	....	40	11	21	26	11	
4	Marion Female Seminary	Marion, Ala	1836	1836	....	....	Prof. J. K. Thompson	....	2	7	....	....	....	....	50	20	24	15	8	
5	Judson Female Institute	do	1833	1835	....	....	R. H. Rawlings, A. M	Bapt	4	8	4	8	....	....	25	18	12	20	23	
6	Centenary Female College	Summerfield, Ala	....	....	....	....	A. D. McVoy	....	....	....	....	....	....	....	....	....	....	....	....	
7	Tuscaloosa Female College	Tuscaloosa, Ala	....	1870	....	....	B. F. Larrabee, A. M	Meth	3	15	3	15	....	....	21	....	....	....	....	
8	East Alabama Female College	Tuskegee, Ala	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
9	Tuskegee Female College	do	1854	1855	....	....	Rev. Henry D. Moore	Meth	2	8	2	8	....	....	28	21	15	8	6	
10	Young Ladies' Seminary	Benicia, Cal	....	1852	....	....	Rev. Charles H. Pope	Cong	3	6	2	6	1	....	28	15	13	4	3	
11	Female College of the Pacific	Oakland, Cal	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
12	College of the Notre Dame	San José, Cal	1868	1851	....	....	Sister Marie Cornelie	R. C	2	23	....	23	2	....	450	15	7	10	4	
13	School for Young Ladies *	Farmington, Conn	....	1848	....	....	Miss Sarah Porter	....	2	10	....	....	....	....	....	....	....	....	....	
14	Hartford Seminary	Hartford, Conn	1827	1827	....	....	Miss A. M. Beecher	....	....	3	....	2	....	1	40	....	....	....	7	
15	Young Ladies' High School	New London, Conn	1855	1855	....	....	Miss Marian A. Greene	....	....	3	....	3	....	....	76	....	....	....	....	
16	Congregation de Notre Dame	Waterbury, Conn	....	1869	....	....	Rev. James Lynch	R. C	....	7	....	7	....	....	84	30	22	....	....	
17	Young Ladies' Institute	Windsor, Conn	....	1867	....	....	Miss Julia S. Williams	Epis	1	4	....	3	1	1	25	....	....	....	....	
18	Wesleyan Female College	Wilmington, Del	1851	1839	....	....	Rev John Wilson, A. M	M. E.	5	7	2	6	3	1	60	25	20	13	9	
19	Furlow Masonic Female College	Americus, Ga	1856	1857	....	....	Rev. D. S. T. Douglas, A. M	....	3	5	3	5	....	....	38	18	10	23	6	
20	Southern Masonic Female College	Covington, Ga	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
21	Cuthbert Female College	Cuthbert, Ga	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
22	Forsyth Female College	Forsyth, Ga	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
23	Griffin Female College	Griffin, Ga	1848	1848	....	....	A. B. Niles, A. M	....	4	4	3	3	1	1	43	22	49	24	16	
24	Hamilton Female College	Hamilton, Ga	1854	1854	....	....	J. H. Lovelace, A. M	....	2	2	....	....	....	....	....	....	....	....	....	
25	La Grange Female College	La Grange, Ga	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
26	Southern Female College	do	1848	1843	....	....	I. F. Cox, A. M	....	4	4	4	4	....	....	58	35	25	21	12	
27	Lumpkin Masonic Female College	Lumpkin, Ga	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
28	Wesleyan Female College	Macon, Ga	1836	1839	....	2,000	Edward H. Myers, D. D	Meth	5	8	4	4	1	4	7	21	26	41	48	
29	Montpelier Inst'e for Young Ladies	Near Macon, Ga	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
30	Georgia Female College	Madison, Ga	1849	1850	....	....	Rev. G. Y. Browne	Bapt	1	5	1	5	....	....	40	9	7	15	6	
31	Marietta Female College	Marietta, Ga	1869	1871	....	....	Rev. Wm. A. Rogers, A. M	....	2	2	2	2	....	....	40	8	2	6	11	
32	Perry Female College	Perry, Ga	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
33	Le Vert College	Talbotton, Ga	1856	1856	....	....	Victor E. Mauget	Meth	2	2	1	1	1	1	20	1	13	8	8	

34	West Point Female College	West Point, Ga	1869	1867			A. P. Mooty, A. M	Union.	3	3	2	3	1						
35	Major Female College	Bloomington, Ill																	
36	Evanston College for Ladies	Evanston, Ill	1869	1871		30,000	Miss F. E. Willard	Meth	2	10	2	10			f150	9	2	1	
37	Almira College	Greenville, Ill		1859	20,000		Rev. J. B. White, A. M	Bapt	1	7	1	7			46	27	18	7	5
38	Illinois Female College	Jacksonville, Ill	1852	1847	10,000		W. H. De Motte, A. M	M. E	3	7	1	7	2		75	21	26	24	10
39	Jacksonville Female Academy	do					Gilbert Thayer, A. M		2	9					41	30	33	40	25
40	Lake Forest University	Lake Forest, Ill		1869	40,000		E. P. Weston, A. M	Pres	3	9	3	9			50	29	18	8	6
41	Saint Angela's Academy	Morris, Ill	1868	1857			Sister Frances	R. C		9		9			150				
42	Mount Carroll Seminary	Mount Carroll, Ill	1852	1853			Mrs. F. A. W. Shimer	Bap't	2	12	2	12							
43	Quincy Female Seminary	Quincy, Ill																	
44	Rockford Female Seminary	Rockford, Ill	1847	1849			Miss Anna P. Sill	Union.	2	12					66	32	11	12	14
45	Moravian Seminary for Young Ladies	Hope, Ind		1866		250	Rev. F. R. Holland	P. E	2	6	2	6							
46	Logansport Female College	Logansport, Ind	1870	1870		30-50,000	Daniel Rice, D. D	Pres	2	6	2	5		1	24	13	12	6	6
47	De Pauw College	New Albany, Ind	1866	1845		2,000	Rev. E. Rowley, D. D	M. E	2	6					43	15	16	8	7
48	Episcopal Female Seminary	Topeka, Kans		1861			Rev. J. N. Lee, A. M	P. E	2	10					77		12	10	2
49	College of the Sisters of Bethany	Topeka, Kans	1860	1872		15,000	Rt. Rev. T. H. Vail, D. D	P. E	5	6	2	5	3	1	75	8	3	6	
50	Georgetown Female Seminary	Georgetown, Ky	1867	1868			J. J. Rucker	Bap't	2	5	2	1		4	30				
51	Daughters' College	Harrodsburgh, Ky		1856			John A. Williams	Chri'n.	1	4	1	4			20				
52	Lebanon Baptist Female College	Lebanon, Ky	1869	1868			Rev. V. E. Kirtley	U. B'pt	1	3	1				40				
53	Saint Catherine's Academy	Lexington, Ky					Sister Lucy	R. C		6					100				
54	Hocker Female College	Lexington, Ky		1869			Robert Graham, A. M	Ch'n	3	6	3	6			35	16	19	16	7
55	Lexington Baptist Female College	Lexington, Ky	1868	1868			Rev. Ro. Ryland	Bap't	3	4	1	4	2		58	17	20	10	
56	Logan Female College	Russellville, Ky	1856	1856			Rev. W. H. Lee, D. D	M E	2	5	1	4	1	1	50	12	20	20	10
57	Baltimore Female College	Baltimore, Md	1849	1848	2,500 per annum.		N. C. Brooks, LL. D	Meth	6	5	1	2	5	3	14	36	32	16	13
58	Burkittsville Female College	Burkittsville, Md	1867	1866			Rev. W. C. Wire, A. M	Luth	1	4	1	4			50	18	16	1	
59	Frederick Female Seminary	Frederick, Md	1840	1842	20,000		Rev. Th. M. Cann, A. M		3	5	3	3		2	20	17	14	15	13
60	Abbott Female Academy	Andover, Mass	1829	1829			Miss Philena McKeen		5	9	2	9	3			18	48	44	8
61	Notre Dame Academy	Boston Highlands, Mass.	1865	1854			Sister M. Aloysius	R. C		9		9							
62	Bradford Academy	Bradford, Mass	1804	1803	g175,000	21,000	A. H. Johnson	Cong	6	12		9	6	3	54	62	27	22	12
63	Wheaton Female Seminary	Norton, Mass	1831	1835	200,000	500	Mrs. C. C. Metcalf	Cong	6	12	1	12	5		38	39	23	24	8
64	Maplewood Institute	Pittsfield, Mass	1850	1841			Rev. C. V. Spear, A. M	Cong	6	4	6	4			20				
65	Mt. Holyoke Female Seminary	South Hadley, Mass	1836	1837		4,000	Miss Julia E. Ward		4	25		25	4			115	65	35	40
66	Orcad Collegiate Institute	Worcester, Mass	1850	1848			Harris R. Green		2	9	2	9			12	20	30	28	10
67	Michigan Female Seminary	Kalamazoo, Mich	1856	1866		8-10,000	Jeannette Fisher	Pres		8		8				39	11	10	10
68	Michigan Female College	Lansing, Mich																	
69	Young Ladies' Collegiate Institute and Seminary.	Monroe, Mich	1850	1849	40,000		E. J. Boyd, A. M		2	7	2	7			33	18	24	29	12
70	Saint Mary's Hall	Faribault, Minn		1866			Rt. Rev. H. B. Whipple, D. D	P. E	1	10		9	1	1	66	12	11	3	
71	Central Female Institute	Clinton, Miss	1853	1853			Rev. Walter Hillman	Bap't	2	6	2	6			67	11	9	8	7
72	Columbus Female Institute	Columbus, Miss	1847				Rev. J. F. Tarrant, A. M		8	8					52	19	17	24	13
73	Meridian Female College	Meridian, Miss	1867	1865			Rev. J. B. Hamberlin, A. M	Bap't	1	4	1	3		1					
74	Chickasaw Female College	Pontotoc, Miss	1850	1850			P. F. Witherspoon	Pres	2	4	1	1	1	3	28	17	17	12	6
75	Sharon Female College	Sharon, Miss	1832	1834			Mrs. M. D. Proctor, M. A	Meth	1	3			1	3	17		12	12	5
76	Saint Teresa's Academy	Kansas City, Mo		1866			Sister Mary Di Pazzi	R. C		12		12			30	17	16	10	6
77	Liberty Female College	Liberty, Mo					J. W. Murphy	Bap't	1	2	1	2							
78	Lindenwood Female College	Saint Charles, Mo	1870		25,000		J. H. Nixon, D. D	Pres	1	5									
78½	Mary Institute	Saint Louis, Mo							1	16									
79	Academy of the Visitation	Saint Louis, Mo		1833			Mother M. A. Russel	R. C		25					105				
80	Ursuline Academy	do	1847	1848			Very Rev. H. Muehlsiessen	R. C	1	20			1	2	60	20	15	12	9
81	Adams Female Seminary	East Derry, N. H	1823	1800	3,200		Miss E. L. Taylor	Cong	7	3					90				
82	Robinson Female Seminary	Exeter, N. H	1866	1869	300,000		Eben S. Stearns			9		9			207	22	6	17	

TABLE IX.—*Statistics of institutions for the superior instruction of females*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Amount of gifts and legacies during the year.	President or principal.	Religious denomination.	Professors and instructors.						Students.					
									Whole number.		Number resid'nt.		No. non-resid'nt			Collegiate department.				
									Male.	Female.	Male.	Female.	Male.	Female.	Number in preparatory department.	Freshman, or first year.	Sophomore, or second year.	Junior, or third year.	Senior, or fourth year.	
83	Tilden Ladies' Seminary	West Lebanon, N. H.	1869	1859	.....	.....	Hiram Orcutt, A. M.	.....	3	10	1	10	2	....	.....	.....	.....	.....	.....	.....
84	Bordentown Female College	Bordentown, N. J	1853	1851	.....	.....	Rev. J. H. Brakeley, Ph. D	.....	3	5	....	....	....	....	.....	.....	.....	.....	.....	.....
85	Delacove Institute	Trenton, N. J	....	1867	.....	.....	Miss R. G. Hunt	Epis	....	8	....	4	....	4	28	.....	.....	.....	.....	.....
86	Albany Young Ladies' Institute	Albany, N. Y	....	1841	.....	.....	Miss M. M. Skerritt	.....	....	....	....	....	....	....	50	.....	.....	.....	.....	.....
87	Saint Agnes School	do	1871	1870	.....	$115,000	Rt. Rev. W. C. Doane, S. T. D.	P. E	3	9	....	9	3	....	12	.....	.....	.....	.....	.....
88	Academy of the Sacred Heart	do	1861	....	.....	.....	S. Jones	R. C	3	24	....	....	....	....	.....	.....	.....	.....	.....	.....
89	Wells College	Aurora, N. Y	1868	1869	.....	*j*	Rev. S. I. Prime, D. D	.....	4	10	2	10	2	....	5	10	15	8	7	
90	Packer Collegiate Institute	Brooklyn, N. Y	1846	1845	.....	.....	A. Crittenden	.....	5	33	....	....	....	....	153	.....	.....	.....	.....	.....
91	Holy Angels' Academy	Buffalo, N. Y	1864	1861	.....	.....	Sister M. J. Phelan	R. C	....	4	....	4	....	....	40	.....	.....	.....	.....	.....
92	Saint Clare's Academy	do	....	1860	.....	.....	Mother Mary A. Brennan	R. C	....	9	....	9	....	....	34	17	6	5	6	
93	Buffalo Female Academy	do	....	1852	.....	.....	Rev. A. T. Chester, D. D	.....	3	7	....	....	....	....	23	.....	.....	.....	.....	.....
94	Ontario Female Seminary	Canandaigua, N. Y.	1825	1825	.....	.....	B. Richards, A. M	Cong	5	6	3	6	2	....	90	30	12	5	.....	
95	Elmira Female College	Elmira, N. Y	1855	1855	$100, 000	4, 000	Rev. A. W. Cowles, D. D	Pres	3	9	3	9	....	....	71	.....	.....	.....	.....	.....
96	Elmwood Seminary	Glen's Falls, N. Y	....	1862	.....	.....	Miss A. Taylor	.....	....	7	....	7	....	....	135	.....	.....	.....	.....	.....
97	Ingham University	Le Roy, N. Y	1857	1835	.....	.....	Rev. L. D. Chapin	Pres	5	9	4	7	1	2	74	16	8	8	10	
98	Saint Joseph's Academy	Lockport, N. Y	1866	....	.....	.....	Sister Emilie	R. C	....	10	....	10	....	....	80	35	12	6	.....	
99	Academy of the Sacred Heart	Manhattanville, N. Y.	1851	....	.....	.....	A. Hardey	R. C	10	20	....	....	....	....	.....	.....	.....	.....	.....	.....
100	Jane Grey Diocesan Seminary	Mount Morris, N. Y	1867	1866	.....	.....	Rev. L. Van Bokkelen, LL. D	P. E	2	4	1	4	1	....	10	.....	.....	.....	.....	.....
101	Rutgers Female College	New York, N. Y	1867	1867	.....	.....	Geo. W. Samson, D. D	.....	2	6	2	6	....	....	76	4	12	13	10	
102	Rockland Female Institute	Nyack, N. Y	....	....	.....	.....	.....	.....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....
103	Convent of Notre Dame des Victoires	Ogdensburgh, N. Y	1861	1863	.....	.....	Sister Saint Peter	R. C	....	7	....	7	....	....	.....	.....	.....	.....	.....	.....
104	D'Youville Convent	Plattsburgh, N. Y	....	1860	.....	.....	Rev. Mother Mary	R. C	....	5	....	5	....	....	60	.....	.....	.....	.....	.....
105	Poughkeepsie Collegiate Institute	Poughkeepsie, N. Y	....	1848	.....	.....	Prof. G. W. Cook, A. M	.....	3	7	....	....	....	....	.....	.....	.....	.....	.....	.....
106	Vassar College	do	1861	1864	250, 000	6, 000	John H. Raymond, LL. D	Bap't	8	30	6	29	2	1	142	66	58	41	46	
107	Poughkeepsie Female Academy	do	....	....	.....	.....	Rev. D. G. Wright, A. M	.....	6	11	....	....	....	....	35	.....	.....	.....	.....	.....
108	Academy of Mount Saint Vincent	Yonkers, N. Y	....	1847	.....	.....	Mother M. Regina	R. C	1	29	....	29	1	....	.....	.....	.....	.....	.....	.....
109	Davenport Female College	Lenoir, N. C	1858	1858	.....	.....	W. M. Robey	Meth	3	2	2	....	1	2	30	.....	.....	.....	.....	.....
110	Wesleyan Female College	Murfreesborough, N. C.	1852	1855	.....	.....	Paul Whitehead	M. E	4	3	3	3	1	....	12	.....	.....	.....	.....	.....
111	Chowan Baptist Female Institute	do	....	....	34, 600	.....	Rev. A. McDowell	Bapt	2	7	....	....	....	....	.....	.....	.....	.....	.....	.....
112	Raleigh Baptist Female Seminary	Raleigh, N. C	1872	1870	.....	.....	F. P. Hapgood, A. M	Bapt	2	5	....	1	....	....	40	.....	.....	.....	.....	.....

113	Saint Mary's Female College	do																		
114	Salem Female Academy	Salem, N. C	1866	1804			Rev. M. E. Grunert	Mor	2	23		17		6						
115	Concord Female College	Statesville, N. C																		
116	Simonton Female College	do		1856			Rev. S. T. Martin	Pres	2	5	2	2		3						
117	Wilson Collegiate Seminary	Wilson, N. C	1870	1867			Wm. and J. D. B. Hooper		2	4	2	4			20-40	15	10	3		
118	Cincinnati Young Ladies' Seminary.	Cincinnati, Ohio		1851			G. M. Maxwell, D. D	Pres												
119	Cincinnati Wesleyan College	do	1842	1842			Rev. L. H. Bugbee, D. D	Meth	5	11					100	35	25	26	20	
120	Mt. Auburn Young Ladies' Institute	do	1856	1856			Mrs. L. C. Bauman	Bapt	6	9	3	5	3	4	20	13	9	8	3	
121	Cleveland Female Seminary	Cleveland, Ohio	1853	1853			S. N. Sanford, A. M	P. E	7	8	3	8	4		16	31	20	19	4	
122	Ohio Female College	College Hill, Ohio	1850	1848			A. E. Sloan, A. M		6	8	3	8	3		27					
123	Cooper Seminary	Dayton, Ohio	1845	1843			Mrs. B. G. Galloway	Pres	1	7	1	1		6	35	30	35	8	3	
124	Ohio Wesleyan Female College	Delaware, Ohio		1853		6,000	Rev. P. S. Donelson, D. D	M. E	3	8	3	8								
125	Glendale Female College	Glendale, Ohio	1854	1854			L. D. Potter, D. D	Pres	3	11	1	11	2		17	21	22	17	12	
126	Granville Female College	Granville, Ohio																		
127	Hillsborough Female College	Hillsborough, Ohio	1856	1857			J. McD. Matthews, D. D	M. E	2	3						19	7	9	4	
128	Highland Institute	do		1859			Rev. E. Grand-Girard		1	7					8	14	10	10	5	
129	Oxford Female College	Oxford, Ohio	1854				Rev. R. D. Morris, D. D	Pres	4	6	4	6			8	36	16	23	13	
130	Western F. male Seminary	do		1855			Miss Helen Peabody			14						126	17	10	11	
131	Saint Helen's Hall	Portland, Oreg		1869			Right Rev. B. W. Morris	P. E	1	10		10	1							
132	Allentown Female Seminary	Allentown, Pa	1867	1867			Rev. W. R. Hofford, A. M	Ref'd	4	4	4	4			53	14	10	7		
133	Moravian Semin'y for Young Ladies	Bethlehem, Pa	1863	1749			Rev. Francis Walle	Mor	5	26		23	5	3	230					
134	Blairsville Ladies' Seminary	Blairsville, Pa					J. Jewett Parks		(6)											
135	Wilson College	Chambersb'gh, Pa.	1869	1870	20,000	29,500	Rev. J. F. Kennedy, D.D., V.P.	Pres	8	6	8	6			50	22	20	3		
136	Pennsylvania Female College	Collegeville, Pa	1853	1853	50,000		James W. Sunderland, LL.D		4	6	1	6	3		115					
137	University Female Institute	Lewisburgh, Pa	1846	1847	g50,000		Miss H. E. Spratt	Bapt		9				9	50	34	13	15		
138	Brooke Hall Female Seminary	Media, Pa	1856				Maria L. Eastman	Epis	3	11	1	9	2	2						
139	Oakland Female Institute	Norristown, Pa		1845			J. Grier Ralston, D.D., LL.D.	Pres	3	7	1	7	2		15	20	16	12		
140	Chesnut Street Female Seminary	Philadelphia, Pa		1850			Miss M. L. Bonney	Bapt	10	9		6	10	3						
141	Academy of Notre Dame	do																		
142	Pittsburgh Female College	Pittsburgh, Pa	1853	1855	42,000		Rev. I. C. Pershing, D. D	M. E	10	14	8	14	2		135					
143	Susquehanna Female College	Selin's Grove, Pa	1858	1860			William Noetling	Luth	1	3	1	3			20	2	2	2		
144	Cottage Hill College for Young Ladies.	York, Pa	1868	1850			James N. Clark, M. D	Pres	5	7	2	5	3	2	50	7	5	5	5	
145	Washington Female Seminary	Washington, Pa					Mrs. S. R. Hanna		(8)											
146	Greenville Baptist Female College	Greenville, S. C	1854	1854	g15,000		Prof. C. H. Judson	Bapt	4	5	4	5			40	18	15	10	8	
147	Tennessee Female College	Franklin, Tenn	1856	1856			Rev. R. K. Hargrove, A. M	Meth	1	8	1	8			50					
148	Jonesborough Female College	Jonesborough, Ten	1866	1866			H. Presnell, A. M		1	3										
149	McMinnville Female College	McMinnville, Tenn	1851	1851			Prof. A. M. Burney, A. M			10		5		5	50	21	12	12	5	
150	State Female College	Near Memphis, Ten	1858	1858			Rev. C. Collins, D. D	M. E	4	8	4	8			71	25	49	37	18	
151	Mrs. Haile's Memphis Female Seminary.	Memphis, Tenn		1873			Mrs. A. D. Haile		3	2										
152	W. E. Ward's Seminary	Nashville, Tenn	1869	1865			W. E. Ward		3	14		14			40	20	40	60	30	
153	Washington Female College	Washington County, Tenn.	1796	1796		5,000	Rev. W. B. Rankin, A. M	Pres	2	2	2	2			85					
154	Mary Sharp College	Winchester, Tenn	1850	1850			Z. C. Graves, LL. D	Bapt	4	6	4	6			54	26	27	26	13	
155	Female Collegiate Institute	Austin, Tex					Rev. B. J. Smith													
156	Chappell Hill Female College	Chappell Hill, Tex					Rev. E. D. Pitts	Meth												
157	Female Seminary	Galveston, Tex						Meth												
158	Ursuline Academy	do		1847			Mother Saint Pierre	R. C	3	10	1	10	2		60					
159	Paine Female College	Goliad, Tex					Rev. Th. C. Stewart	Meth												
160	Andrew Female College	Huntsville, Tex					Dr. Samuel D. Saunders	Meth												
161	Lamar Female Seminary	Paris, Tex	1871	1866			Rev. O. P. Stark		1	4	1	1		3	57					

TABLE IX.—*Statistics of institutions for the superior instruction of females*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Amount of endowment.	Amount of gifts and legacies during the year.	President or principal.	Religious denomination.	Professors and instructors.						Students.					
									Whole number.		Number resident.		No. non-resident.		Number in preparatory department.	Collegiate department.				
									Male.	Female.	Male.	Female.	Male.	Female.		Freshman, or first year.	Sophomore, or second year.	Junior, or third year.	Senior, or fourth year.	
162	Nazareth Convent	Vietoria, Tex	....	1867	.....	.....	Mother Saint Claire	R. C	....	12	....	12	....	....	....	....	....	....	....	....
163	Waeo Female College	Waeo, Tex	....	....	.....	.....	Rev. W. G. Connor, D. D	Meth	....	....	....	....	....	....	....	....	....	....	....	....
164	Vermont Methodist Seminary and Female College.	Montpelier, Vt	....	....	.....	.....	Rev. J. C. W. Coxe, M. A	M. E	8	4	8	4	....	....	....	11	20	15	....	....
165	Martha Washington College	Abingdon, Va	1855	1855	.....	.....	R. W. Jones	M. E	4	6	3	6	1	....	16	15	12	12	4	....
166	Hollins Institute	Botetourt Sp'gs, Va	1843	1842	*g*$60, 000	$1, 000	C. L. Coeke, A. M	Bapt	4	11	4	11	....	....	10	....	....	....	....	....
167	Roanoke Female College	Danville, Va	1860	1850	.....	.....	Rev. John L. Johnson	Bapt	3	4	3	4	....	....	....	....	....	....	....	....
168	Danville Female College†	.....do	....	1857	.....	.....	Rev. J. D. Arnold	Meth	1	1	....	....	....	....	....	....	....	....	....	....
169	Farmville Female College†	Farmville, Va	....	1860	.....	.....	James W. Crawley	.....	2	3	....	....	....	....	....	....	....	....	....	....
170	Southern Female College	Petersburgh, Va	1863	1862	.....	.....	W. T. Davis, A. M	M. E	4	3	4	3	....	....	....	....	....	....	....	....
171	Petersburgh Female College	.....do	....	1854	.....	.....	Mrs. F. M. Wright	.....	2	3	....	3	2	....	30	....	....	....	....	....
172	Richmond Female Institute	Richmond, Va	1853	1854	*g*50, 000	.....	C. H. Winston, A. M	Bapt	7	8	1	2	6	6	29	13	18	20	....	....
173	Staunton Baptist Female Institute	Staunton, Va	....	1871	.....	.....	John Hart, M. A	Bapt	5	4	1	3	4	1	18	....	....	....	....	....
174	Augusta Female Seminary	.....do	....	1861	.....	.....	Miss M. J. Baldwin	Pres	10	12	1	10	9	2	200	....	....	....	....	....
175	Virginia Female Institute	.....do	1844	1848	1, 080	.....	Rev. R. H. Phillips	P. E	9	9	9	9	....	....	34	....	....	....	....	....
176	Wesleyan Female Institute	.....do	1850	1850	.....	.....	Rev. William A. Harris	Meth	6	15	3	15	3	....	25	....	....	....	....	....
177	Staunton Female Seminary†	.....do	....	....	.....	.....	Rev. J. I. Miller	Luth	5	6	....	....	....	....	....	....	....	....	....	....
178	Female Academy of the Visitation	Parkersb'gh, W. Va	1866	1864	.....	.....	Sister M. B. McElroy	R. C	....	8	....	8	....	....	30-40	....	....	....	....	....
179	Wheeling Female College	Wheeling, W. Va	1848	1848	.....	.....	Rev. Wm. H. Morton, A. M	.....	4	11	3	11	1	....	68	40	30	16	14	....
180	Wisconsin Female College	Fox Lake, Wis	1855	1863	.....	7, 000	Rev. J. P. Haire	Cong	1	5	1	5	....	....	43	10	14	6	....	....
181	Milwaukee Female College	Milwaukee, Wis	....	....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
182	Saint Clara Academy	Sinsinawa Mound, Wis.	1852	1848	.....	2, 000	Sister M. Emily	R. C	....	20	....	20	....	....	40	....	....	....	....	....

* From last report.
f There is, in addition, a kindergarten training school for teachers, numbering over 50 pupils.
g Consisting of buildings and grounds.
j Books for library and curiosities for cabinet have been received. Value unknown.
† From report of State superintendent of public instruction for 1872.

TABLE IX.—*Statistics of institutions for the superior instruction of females*—Continued.

NOTE.—The mark (×) indicates the branches taught, and also the possession of a laboratory, cabinet, &c.

Number.	No. students in partial course.	Number post-graduate students.	Total number of students.	Number of free scholarships.	Number of graduates since organization.	Degrees conferred by college.	Number conferred at last commencement.	No. years in preparatory course.	No. years in collegiate course.	No. weeks in scholastic year.	Number of volumes in library.	Character of course.														Annual cost of board and lodging.	Annual cost of tuition in preparatory course.	Annual cost of tuition in regular course.	Date of entrance examination.	Scholastic year begins—	Date of commencement.
												English.	Classical.	Modern languages.	Drawing.	Painting.	Vocal music.	Instrumental music.	Chemical laboratory.	Philosophical cabinet.	Natural history museum.	Astronomical observatory.	Art gallery.							
1	...	...	80	4	200	...	...	2	3	40	1,200	×	..	×	×	×	×	×	×	×	..	..	..		$200	$40–50	$60–70	September 12	September 12	June 20.
2	11	...	101	...	...	...	...	3	4	40	3,000	×	×	×	×	×	×	×	..	..	..	..	..		180	30	60	...	September 4	June 19.
3	10	...	132	1	...	...	...	5	5	40	500	×	..	×	×	×	×	×	..	..	..	..	..		200	30	60	1st Wed. of Sept.	1st Wed. of Sept.	2d Wed. of June.
4	...	...	140	...	250	...	...	4	4	40	1,000	×	..	×	×	×	×	×	×	×	..	..	×		180	40	50	...	1st Mon. in Oct.	Last Thu., June.
5	...	6	121	...	...	...	...	3	5	40	3,000	×	..	×	×	×	×	×	×	×	..	..	×		180	35	50	October 2	October 1	July 1.
6	...	...	...	...	...	...	...	...	4	...	...	..	..	..	..	..	..	..	..	..	..	..	..		...	...	...	...	...	...
7	...	11	112	...	17	M. A.	...	4	5	40	1,000	×	×	×	×	×	×	×	×	..	×	..	×		180	50	60	October 1	October 1	Do.
8	...	...	...	...	...	...	...	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..		...	...	...	...	...	...
9	12	4	90	2	...	...	...	5	5	40	...	×	×	×	×	×	×	×	×	×	..	..	×		200	30–40	50	September 4	4th Wed in Sept.	4th Mon. in June.
10	7	1	71	...	68	...	...	...	4	40	...	×	..	×	×	×	×	×	×	×	..	..	..		*b*320	...	...	July 29	July 29	May 27.
11	...	...	...	...	...	...	...	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..		...	...	...	...	...	...
12	...	...	486	...	7	B. S.	2	5	4	47	3,000	×	..	×	×	×	×	×	×	×	..	..	..		265	200	250	August 19	August 17	Last of June.
13	...	...	75	...	...	...	...	...	...	...	2,000	×	×	×	×	×	×	×	..	..	..	..	..		*b*600	...	...	...	October 1	...
14	...	...	123	...	...	...	...	4	4	40	60	×	..	×	×	×	×	×	×	×	..	..	..		*b*500	...	...	...	1st Wed. in Sept.	...
15	...	...	...	...	...	...	...	...	...	42	30	×	×	×	..	..	..	..	..	..	..	..	..		...	...	*c*28	July 1	Wed. before first Mon. in Sept.	...
16	...	...	136	...	...	...	...	3	4	42	975	×	×	×	×	×	×	×	..	..	..	..	..		260	30	45	...	1st Mon. in Sept.	1st Mon. in July.
17	...	...	40	...	...	...	...	4	4	39	...	×	×	×	×	×	×	×	..	..	..	..	..		300	60	75	...	1st Wed. in Sept.	1st Tues. in July.
18	3	...	132	20	320	A. B., M. E. L	10	4	4	42	3,500	×	×	×	×	×	×	×	×	×	×	..	..		200	32–50	60	...	1st Mon. in Sept.	3d Thu. in June.
19	10	...	105	10	100	M. E. L	5	3	4	40	...	×	..	×	×	×	×	×	..	..	..	..	..		150–200	40	50	...	do	2d Thu. in June.
20	...	...	...	...	...	...	...	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..		...	...	...	...	...	...
21	...	...	...	...	...	...	...	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..		...	...	...	...	...	...
22	...	...	...	...	...	...	...	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..		...	...	...	...	...	...
23	...	...	154	...	112	...	...	4	4	40	800	×	×	×	×	×	×	×	×	×	..	..	..		200	40	50	...	2d Tues. in Aug	Last Wed., June.
24	...	...	...	...	...	...	...	...	4	40	...	×	..	×	×	×	×	×	..	..	..	..	..		150	30	50	...	4th Tues. in Aug	1st Wed. in July.
25	...	...	...	...	...	...	...	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..		...	...	...	...	...	...
26	...	4	155	...	240	...	...	3	4	38	...	×	×	×	×	×	×	×	×	×	..	..	..		175	40–50	60	Last Tues. in Aug	Last Wed. in Aug	Last Wed., June.
27	...	...	...	...	...	...	...	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..		...	...	...	...	...	...
28	10	2	190	4	590	...	...	1	5	40	...	×	×	×	×	×	×	×	×	×	×	*d*	..		225	67 50	90	1st Mon. in Oct.	1st Mon. in Oct.	Wed. after 2d Mon. in July.
29	...	...	...	...	...	...	...	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..		...	...	...	...	...	...

TABLE IX.—*Statistics of institutions for the superior instruction of females*—Continued.

Number.	No. students in partial course.	Number post-graduate students.	Total number of students.	Number of free scholarships.	Number of graduates since organization.	Degrees conferred by college.	Number conferred at last commencement.	No. years in preparatory course.	No. years in collegiate course.	No. weeks in scholastic year.	Number of volumes in library.	Character of course.														Annual cost of board and lodging.	Annual cost of tuition in preparatory course.	Annual cost of tuition in regular course.	Date of entrance examination.	Scholastic year begins—	Date of commencement.
												English.	Classical.	Modern languages.	Drawing.	Painting.	Vocal music.	Instrumental music.	Chemical laboratory.	Philosophical cabinet.	Natural history museum.	Astronomical observatory.	Art gallery.						
30	....	....	77	....	152	.....	...	3	4	40	.....	×	..	×	..	×	×	..	..	..	..	..	..	$160	$50	$60	.....	Middle of Sept..	Last Wed. June.
31	....	....	67	....	3	M. E. L	...	1	4	40	700	×	×	..	×	×	×	..	×	×	..	..	..	175	45	60	September 1.....	September 1	Last Wed. July.
32	....	....	.....	....	.....	.....	...	...	...	...	.....	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	.....
33	6	....	56	e11	79	.....	...	3	5	40	300	×	×	×	×	×	×	×	×	×	..	..	..	150	42	52	3d Tues. in Sept.	3d Tues. in Sept.	1st Wed. in July.
34	....	....	136	....	28	.....	...	...	4	38	500	×	..	×	×	×	×	×	×	..	..	..	..	150	32	60	.....	September 10 ...	July 13.
35	....	....	.....	....	.....	.....	...	...	...	...	.....	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	.....
36	....	....	250	....	80	.....	...	3	4	38	.....	×	×	×	×	×	×	..	×	×	..	..	..	247	39	45	September 9.....	September 11 ...	June 26.
37	....	....	103	....	42	.....	...	2	4	40	1,200	×	×	×	×	×	×	..	×	..	×	..	..	*b*174	32	40	.....	2d Wed. in Sept	Wed. before 3d Thu. of June.
38	14	2	172	25	250	M. L. A., M. E. L	10	2	4	38	2,000	×	×	×	×	×	×	×	..	×	..	*d*	..	190	24	40	1st week in Sept.	September 10....	June 10.
39	33	5	218	....	.....	.....	...	...	...	...	.....	..	..	..	..	..	..	..	..	..	..	..	..	*b*225	.....	.....	.....	Do.	.....
40	8	....	119	....	10	I. L. C	6	3	4	40	1,000	×	×	×	×	×	×	×	×	×	×	*d*	×	300	60	60	September 18....	September 18 ...	June 25.
41	....	....	.....	4	6	.....	...	3	3	41	200	×	..	×	×	×	×	×	..	×	×	..	..	200	40	.....	.....	September 1	June 28.
42	...	....	200	....	57	L. A. & M. M.	10	3	3	37	5,000	×	×	×	×	×	×	×	×	×	×	..	..	*b*208	.....	.....	2d Thurs. in Sept.	2d Thu. in Sept..	1st Tues. in June.
43	....	....	.....	....	.....	.....	...	...	...	...	.....	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	.....
44	73	3	211	....	288	.....	...	2	4	40	2,000	×	×	×	×	×	×	×	×	×	..	..	..	160	28	36	.....	September 19 ...	June 26.
45	....	....	60	....	14	.....	...	2	3	42	300	×	×	×	×	×	×	×	×	×	..	..	..	*b*180	.....	.....	.....	1st w'k in Sept..	Last Wed. in J'e.
46	7	....	68	....	11	B. A	2	...	4	40	.....	×	×	×	×	×	×	×	×	×	..	..	..	180	26	42	September 10 ...	September 10 ...	June 17.
47	....	....	89	....	74	M. E. L., M. L. A.	9	...	4	40	1,500	×	×	×	×	×	×	×	×	×	..	..	..	160	32	40	September 9	September 11 ...	June 15.
48	....	....	101	....	9	.....	...	...	3	...	.....	×	×	×	×	×	×	×	×	×	..	..	..	*b*300	.....	.....	.....	.....	.....
49	....	....	92	....	11	.....	...	4	3	37	1,000	×	×	×	×	×	×	×	..	×	..	..	×	150	27–33	39–48	September 20....	September 20 ...	June 18.
50	....	....	110	....	.....	.....	...	1–4	1–6	40	150	×	×	×	×	×	×	×	×	×	×	..	..	200	30–40	60	1st Mon. in Sept.	1st Mon. in Sept.	2d Wed. in June.
51	....	....	100	....	120	M. A	1	2	4	40	3,000	×	×	×	×	×	×	×	×	×	..	..	..	250	50	50	September 15....	September 15 ...	June 15.
52	....	....	.....	....	3	.....	...	1	3	20	.....	×	×	×	×	×	×	×	..	..	..	..	..	140	24	40	June	1st Mon. in Sept	June 8.
53	....	....	.....	....	.....	.....	...	...	...	...	.....	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	.....
54	1	4	98	....	27	.....	...	3	4	40	300	×	..	×	×	×	×	×	×	..	..	..	×	250	50	60	.....	2d Mon. in Sept.	2d Thu. in June.
55	....	....	105	....	10	A. B	4	4	3	4	.....	×	×	×	×	×	×	×	×	×	..	..	..	200	40–50	60	.....	1st Mon. in Sept.	.....
56	....	....	112	....	45	M. E. L., M. A.	4	4	4	40	200	×	..	×	×	×	×	×	×	×	..	..	..	170	30	40–50	Last Fri. in Aug.	Last Mon. in Au.	May 29.
57	....	1	112	25	227	A. B., A. M., M. E. L.	9	3	4	40	.....	×	×	×	×	×	×	×	×	×	×	×	×	250	32–50	60–80	2d Mon. in Sept .	2d Mon. in Sept .	3d Thu. in June.
58	....	....	85	....	20	.....	...	2	3	40	500	×	×	×	×	×	×	×	×	×	..	..	..	170	23	30	.....	1st Tu. in Sept ..	Do.
59	....	2	81	15	207	M. A	13	3	4	40	1,000	×	×	×	×	×	×	×	×	×	..	..	..	200	40–50	50–60	September 9.....	September 9	June 18.

60			118						4	40	1,200	×	×	×	×	×	×	×			×			240		36	August 26.	August 27.	June 26.
61										40	1,000	×	×	×	×	×	×	×						b200				1st Mon. in Sept.	June 30.
62	3		180		278			1	4	38	1,900	×	×	×	×	×	×	×	×	×	×			240	60	60		Last Wed. in Au.	3d Wed. in June.
63	4		136	10	195			1	4	39	2,200	×	×	×	×	×	×	×	×	×	×	d		210	45	45	1st Thurs. in Sept	1st Thu. in Sept.	1st Wed. in July.
64			100		300			3	4	40	800	×	×	×	×	×	×	×	×	×	×			b400–600				September 5	June 25.
65			255		1407				4	39	7,500	×	×	×	×	×	×	×	×	×	×	×		b170			September	1st Thur. in Sept	1st Thu. in July.
66	40	1	140		150			1	4	40	2,00[illegible]	×	×	×	×	×	×	×		×	×			56	75	75	2d Wed. in Sept	2d Wed. in Sept.	1st Wed. in July.
67			70		32				4	40	500	×	×	×	×	×	×	×			×			b160			September 5	September 5	July 2.
68																													
69	33		116	4	136			3	4	40	600	×		×	×	×	×	×	×	×				250	20	28–36	September 12	September 12	June 12.
70			92		7			2	3	40	350	×	×	×	×	×	×	×			×	d		350		36	September 19	September 19	June 26.
71			102		70			4	4	40	500	×	×	×	×	×	×	×	×	×	×			190	40	50	Last week Sept	Last w'k of Sept,	Last Thu. in J'e.
72			125								250													180		40–60			
73					19			2	4	4[illegible]	12	×		×	×	×	×	×					×	200	40	50	September 19	September 19	July.
74	2	1	83		100	M. A.	7	3	4	40	2,000	×	×	×	×	×	×	×	×	×	×		×	150	25–40	50		4th Mon. in Sept.	July 3.
75			46		60	M. E. L., M. A.	4	3	4	40		×		×			×	×	×					200	40	60	July 2	September 1	June.
76			79	10				2	4	42	500	×	×	×	×	×	×	×		×	×		×	150	30	40		1st Mon. in Sept.	June 28.
77									4	40		×					×	×	×					225	27	50		September	June 25. [June.
78			50			M. A.	1		4	40	500	×	×	×	×		×	×						200	40	50–60		2d Tues. in Sept.	2d or 3d Thur. in
78½			300																										
79											2,000													b307					1st Mon. in Sept.
80	16	17	149	6	80			2	4	43	2,500	×		×	×	×	×	×				×		b150			1st Wed. in Sept.	1st Wed. in Sept.	Last week June.
81			90		5[illegible]0			2		39	600	×		×	×	×	×	×	×					156	15	21	September 1	September 1	June 30.
82			252	h	37			3	3	39		×	×	×	×	×	×	×						273	30	30	1st Wed. in Sept.	do	June 18.
83			100	3	i77						200	×	×	×	×	×	×	×	×	×	×			200	25	75	September 16	September 16	June 22.
84				10	114	M.E.L., M.L.A.	9	3	4	40	1,000																do	do	June 27.
85			57		29			2	2	40		×		×	×	×	×	×						b400				3d Thurs. in Sept	3d Thurs. June.
86			50		74					42		×		×	×	×	×	×										September 4.	
87	2	5	100	1	13			2	4	40	300	×		×	×	×	×	×	×					b300	50	100	3d Wed. in Sept.	3d Wed. in Sept.	3d Wed. in June.
88			170						6		1,000	×	×	×	×	×	×	×	×	×	×			b200				1st Mon. in Sept	
89	8		53		14	M. A., M. P.	6		4	40	855	×	×	×	×	×	×	×		×	×			b450				2d Wed. in Sept.	June 20.
90			793	53	628			5	4	40	4,000	×	×	×	×	×	×	×	×			×					September 18	September 18	June 23.
91			100		6			3	2	40	500	×		×	×	×	×	×	×	×	×	×	×	150	12	24	September 1	September 1	Last of June.
92		2	70	160	48			6		40	250	×	×	×	×		×	×		×	×	×	×	150	175	140		1st Mon. in Sept	June 29.
93	3		157		243						1,30[illegible]	×	×	×	×	×	×	×	×	×	×			80				September 9	June 12.
94	29		166		800			3	3	40	2,000	×	×	×	×	×	×	×	×	×	×	×		240	30	48	September 12	September 11	June 20.
95			123	2	154	B. A.	11	2	4	40	3,000	×	×	×	×	×	×	×	×	×	×	×	×	b300				1st Wed. in Sept.	Last Thurs. June
96			135		25			2	3	40		×	×	×	×	×	×	×						194	16–20	24–40		September 18	July 2.
97			158		300				4	40	1,500	×	×	×	×	×	×	×		×	×		×	200	15–24	24–30	September 14	September 14	3d Wed. in June.
98			133		14			5	4–5	42	100	×		×	×	×	×	×						200	16	32–40	Last Mon. in Aug	Last Mon. in Aug	Last Thurs. June
99			325						6		3,000	×	×	×	×	×	×	×	×	×	×			b300				September 1	
100			30		10			3	3	40		×	×	×	×	×	×	×						260	30	40	September 18	September 18	June 25.
101	2	1	118		67	B.A., B.L., B.S	13	2	4	40	2,000	×	×	×	×	×	×	×	×	×	×		×	400	150	20[illegible]	2d Wed. in Sept.	2d Wed. in Sept	2d Wed. in June.
102																													
103			97	10				2	7	40	225	×	×	×	×	×	×	×						b125				1st Mon. in Sept	1st Mon. in July.
104	50		135							40	350	×		×	×	×	×	×						130	16	24	September 1	September 1	Last Thurs. June
105			150		89			6	4	40	700	×		×	×	×	×	×	×	×	×	d		400				Middle of June.	Middle of Sept.
106	34		387	16	149	A. B., A. M.	32	2	4	40	8,200	×	×	×	×	×	×	×	×	×	×	×	×	30[illegible]	100	100	June 22 & Sept. 18	September 20	June 25.
107			133						4			×	×	×			×	×	×	×				b400				September 18	June 24.
108		1	220		200	B. A.	11			41	3,000	×	×	×	×	×	×	×	×	×	×	×	×	250	45		1st Mon. in Sept	1st Mon. in Sept.	Last Thurs. June
109			100									×	×	×	×	×	×	×	×	×	×			120	25–50	50–100		1st Mon. in Feb	November 21.
110			72	2	102			3	4	40	450	×	×	×	×	×	×	×	×	×	×	d		150	k40	k90	4th Mon. in Sept.	4th Mon. in Sept.	3d Wed. in June.

TABLE IX.—*Statistics of institutions for the superior instruction of females*—Continued.

Number.	No. students in partial course.	Number post-graduate students.	Total number of students.	Number of free scholarships.	Number of graduates since organization.	Degrees conferred by college.	Number conferred at last commencement.	No. years in preparatory course.	No. years in collegiate course.	No. weeks in scholastic year.	Number of volumes in library.	Character of course.														Annual cost of board and lodging.	Annual cost of tuition in preparatory course.	Annual cost of tuition in regular course.	Date of entrance examination.	Scholastic year begins—	Date of commencement.
												English.	Classical.	Modern languages.	Drawing.	Painting.	Vocal music.	Instrumental music.	Chemical laboratory.	Philosophical cabinet.	Natural history museum.	Astronomical observatory.	Art gallery.						
111	....	....	116	....	....	.....	....	....	....	....	500	..	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	.....
112	....	....	....	....	2	.....	....	4	4	20	1,000	×	..	×	..	×	×	..	..	..	..	..	..	..	$150	$40	$60	.....	September	
113	....	....	....	....	....	.....	....	....	....	....	.....	..	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	.....
114	....	....	198	....	....	.....	....	....	6–7	40-42	3,500	×	..	×	..	×	×	..	..	..	..	..	..	..	*b*200	.....	.....	.....	August 1	Last w'k in May.
115	....	....	....	....	....	.....	....	....	....	....	.....	..	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	.....
116	....	....	....	....	....	.....	....	2	4	40	300	×	×	×	×	×	×	×	..	×	..	×	..	..	150	20–30	50	Last Mon. in Sept.	Last Mon. in Sep.	Last Fri. in June.
117	....	....	50	....	8	.....	....	4	3	40	1,000	×	×	×	×	×	×	×	..	..	..	..	..	..	160	36–45	54	Oct. 1 and Feb. 12.	October 1	Last Th. in June.
118	....	....	175	....	....	.....	....	....	....	40	5,000	..	..	..	..	..	..	..	..	..	..	..	..	..	*b*300	.....	.....	.....	.....	June 14.
119	20	3	230	....	400	A. B., B. S.	9	3	4	38	.....	×	×	×	×	×	×	×	..	×	..	×	..	..	230	80	100	3d Wed. in Sept..	3d Wed. in Sept.	June 12.
120	36	3	156	....	89	.....	....	4	4	....	3,000	×	×	×	×	×	×	×	..	×	..	×	..	..	300	100	125	2d Tues. in Sept..	2d Tues. in Sept.	2d Thu. in June.
121	2	....	92	....	53	.....	....	2	4	40	1,000	×	×	×	×	×	×	×	..	×	..	×	..	..	300	40	48	September 5	September 5	June 17.
122	....	....	....	....	212	A. B	17	4	4	38	500	×	×	×	×	×	×	×	×	×	..	×	..	..	.....	.....	.....	September 11	September 11 ...	June 5.
123	12	....	123	7	158	.....	....	4	4	40	1,200	×	×	×	×	×	×	×	×	×	..	×	..	..	200	40	50	.....do	.....do	June 20.
124	....	....	247	10	281	M. M., M. L. A., M. E. L.	18	2	4	38	2,000	×	×	×	×	×	×	×	..	×	..	×	..	×	140	20	30	.....	September 19 ...	June 25.
125	15	2	106	....	126	.....	....	3	4	40	2,300	×	×	×	×	×	×	×	..	×	..	×	..	..	200	40	50–60	.....	3d Tues. in Sept.	June 12.
126	....	....	....	....	....	.....	....	....	....	....	.....	..	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	.....
127	6	1	46	....	107	M. M., M. E. L., M. L. A.	7	2	4	39	800	×	×	×	×	×	×	×	..	×	..	×	*d*	..	175	30	39–48	.....	1st Mon. in Sept.	June 12.
128	....	....	47	....	58	.....	....	....	....	....	1,500	×	×	×	×	×	×	×	..	..	..	..	..	..	*b*235	.....	.....	.....	September 9	June 13.
129	....	....	112	....	185	.....	....	2	4	40	1,000	×	×	×	×	×	×	×	..	×	..	×	..	..	250	40	40	.....	1st Wed. in Sept.	3d Wed. in June.
130	....	....	164	....	268	.....	....	....	....	....	.....	×	×	×	×	×	×	×	..	..	..	..	..	..	*b*165	.....	.....	.....	September 4	June 20.
131	....	5	193	....	5	.....	....	....	5	40	1,000	×	..	×	×	×	×	×	..	×	..	×	..	..	250	36	50	September 1	September 1	
132	....	....	84	....	10	.....	....	3–6	3	40	200	×	×	×	×	×	×	×	..	×	..	×	..	..	210	32	40–50	.....	1st Mon. in Sept.	June 26.
133	....	....	....	....	....	.....	....	....	....	40	3,000	×	..	×	×	×	×	×	..	×	..	×	..	..	235	.....	40	.....	August 29	July 2.
134	....	....	74	....	....	.....	....	....	....	....	500	..	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	.....	.....	.....
135	....	5	100	....	....	D. D., LL. D., A. B., A. M., M. D.	....	2	4	40	750	×	×	×	×	×	×	×	..	..	..	..	..	..	240	60	60	September 4	September 4	June 26.
136	12	....	152	3	150	A. B., A. M.	8	2	4	40	2,500	×	×	×	×	×	×	×	..	×	..	×	..	..	130	40	50	3d week in June .	Last Mon. in Au.	Last Th. in June.
137	4	....	116	....	187	.....	....	2	3	40	1,000	×	×	×	×	×	×	×	..	×	..	×	..	..	145	30	36	Aug. 22	August 23	Last Tu. in June.
138	....	....	63	4	112	.....	....	....	....	....	450	×	..	×	×	×	×	×	..	×	..	×	..	..	*b*450	.....	.....	3d Mon. in Sept ..	3d Mon. in Sept .	June 20.
139	1	....	64	....	292	.....	....	2	3	40	6,000	×	×	×	×	×	×	×	..	×	..	×	..	..	230	30	45	.....	1st Tues. in Sept.	June 17.

140			75							40	1,000	×	×	×	×	×	×	×						b600	m100	m125		Middle of Sept.	Middle of June.
141																													
142				1	136	M.E.L., M.L.A.	5	4	4	42	700																	September 1	Last of June.
143	6		32		24			3	4	39	600	×	×	×	×	×	×	×						150	40	60	August 22	August 22	1st Tues. in June.
144	15		87		30	B. A., M. A., M. E. L.	5	3	4	40	200	×	×	×	×	×	×	×	×	×	×	×	×	150	45	60	August 28	Last Wednesday in August.	Last Wed. in June
145			115								300															38			
146			91					5	4–5	40		×	×	×	×	×	×	×	×					150	40	50	September 1	September 1	Last of June.
147								5	5	40	1,200	×	×	×	×	×	×	×						b220			do	do	June 5 to 15.
148			150									×	×	×				×								32		Last Thu. in Au.	2d Thu. in June.
149	2		102	6	100	M. A.	2	3	4	41	500	×	×	×	×	×	×	×	×					150	24–40	50	1st Mon. in Sept.	1st Mon. in Sept.	June 12.
150	7	7	207		118	M. E. L., M. A.	16	4	4	40	2,500	×	×	×	×	×	×	×	×	×	×		×	200	40–50	60	2d Mon. in Sept.	2d Mon. in Sept.	2d Thu. in June.
151						M. E. L.						×	×	×	×	×	×	×										January 22	
152	60	10	300		240	M. A.	48	4	5	40	5,000	×	×	×	×	×	×	×	×	×			×	280	60	80	September 1 to 5	September 5	June 15.
153			105					2	3	40	100	×	×				×	×	×			d		190	20	30		1st Wed. in Sept.	3d Thu. in June.
154	43		205		129	A. B., A. M.	13	2	4	41	1,500	×	×	×	×	×	×	×	×	×	×			160	40	60	September 1	1st Mon. in Sept.	June 14.
155																													
156																													
157																													
158				26					2	40	641	×	×	×	×	×	×	×		×	×			b160				1st Mon. in Sept.	June 20.
159																													
160																													
161			100						4	42	500	×		×	×	×	×	×	×	×				150	40	50	1st Wed. in Sept.	1st Wed. in Sept.	Last w'k in June.
162			100	10						42		×	×	×	×	×	×	×						125	20–30	30		September 1	July 15.
163																													
164	130		176						3	42	700	×	×	×	×	×	×	×	×	×	×			126		25	September 28	August 28	July 2.
165	13	1	73					2	4	40	1,200	×	×	×	×	×	×	×		×	×			200	10–40	60	Mon. before third Thurs. in Sept.	3d Thurs. in Sept.	Wed. before 3d Thurs. in June.
166			112		18				2	40		×	×	×	×	×	×	×	×	×				166	25	50		4th Wed. in Sept.	4th Wed in June.
167			55							38		×	×	×	×	×	×	×	×					150	40	50	September 11	September 11	Last w'k in June.
168			36																					n15		n4			June 30.
169			30																					n20		n5			
170			64	(c)						40	1,000	×	×	×	×	×	×	×	×	×				180	40–50	50	Last Wed. in Sept.	Last Wed. in Sep.	Last Tu. in June.
171			100	(c)	67			3	4	40		×	×	×	×	×	×	×	×			×		150	40	50	Last Tues. in Sept.	Last Tues. in Sep.	Do.
172	40		120		172			4	5	39	600	×	×	×	×	×	×	×	×	×	×			200	36–45	60–72		October 1	Last Th. in June.
173			48		2					42		×		×	×		×	×	×	×	×			210	30	80	September 12	September 12	June 25.
174			183		14					40	600	×		×	×	×	×	×	×			×	×	220	50	80		September 15	June 15.
175			145	3	350				4	40	2,000	×	×	×	×	×	×	×	×	×	×	×		200	36–44	60	Sept. 1 to 2d Wed.	2d Wed. in Sept.	2d Wed. in June.
176			125	8	200			3	4	41	500	×		×	×	×	×	×	×	×	×		×	205	45	60	September 20	September 20	June 20.
177			32																					n17		n5 25			
178			100		10				9	40	500	×	×	×	×	×	×	×		×				175	12–40			1st Mon. in Sept.	Last of June.
179		2	170		107	M.E.L., M.L.A.	11	6	3	40	400	×		×	×	×	×	×	×	×	×			180	24–32	40–48	September 5	1st Tues. in Sept.	June 14.
180			73		32			3	3	40	600	×	×	×	×		×	×	×	×	×			160	26	26	September	1st Thurs. in Sep.	1st week in July.
181																													
182			125		130			3	4	42	1,000	×		×	×	×	×	×		×		×		240	160	300	1st. Mon. in Sept.	1st Mon. in Sept.	July 11.

b Includes tuition. c Pupils from out of town pay $28 per annum; others are admitted free of charge. The school is supported by the city at a cost of about $2,500 per annum. d The institution owns a telescope. e Ministers' daughters are received free of charge. h Tuition free and books furnished to all pupils from Exeter. i Since 1865. k Tuition is free to daughters of the Methodist Episcopal Church South. l Since 1862. m Day pupils. n Cost per month.

TABLE X.—PART I.—*Statistics of schools of science (mining, engineering, agricultural, &c.,) endowed by the national land-grant; from replies to inquiries by the United States Bureau of Education.*

Name.	Location.	Date of charter.	Date of organization.	President.	Professors and instructors.				Students.									
										Regular course.								
					Resident professors.	Non-resident professors and lecturers.	Instructors.	Tutors.	Total.	First year.		Second year.		Third year.		Fourth year.		
										Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
Agricultural and Mechanical College of Alabama	Auburn, Ala	1872	1872	Rev. I. T. Tichenor	8	....	....	....	103	....	....	....	....	....	....	....	....	
Arkansas Industrial University	Fayetteville, Ark	....	1872	N. P. Gates, A. M., acting	5	....	....	....	92	....	....	....	....	....	....	....	....	
Agricultural, Mining, and Mechanical Arts College, (University of California.)	Oakland, Cal	....	....	Prof. D. C. Gilman, A. M	10	....	....	....	95	....	....	....	....	....	....	....	....	
Sheffield Scientific School of Yale College	New Haven, Conn.	....	1846	Rev. Noah Porter, D. D., LL. D	13	....	14	....	156	80	....	48	....	28	....	....	....	
Agricultural department of Delaware College	Newark, Del	1867	1870	William H. Purnell, A. M	6	....	....	....	22	9	6	3	....	4	....	....	....	
Florida	(*)	....	....		....	....	....	....	....	....	....	....	....	....	....	....	....	
Georgia State College of Agriculture and Mechanic Arts.	Athens, Ga	....	1872	William Leroy Brown	....	....	....	....	....	....	....	....	....	....	....	....	....	
Illinois Industrial University	Champaign, Ill	1867	1868	J. M. Gregory, LL. D	10	5	7	5	388	167	29	101	20	43	8	18	....	
Purdue University, Agricultural College	Lafayette, Ind	1869	....	Colonel Richard Owen	....	....	....	....	....	....	....	....	....	....	....	....	....	
Iowa State Agricultural College	Ames, Iowa	....	1869	A. S. Welch, M. A	9	1	2	....	220	111	17	29	11	31	2	....	....	
Kansas State Agricultural College	Manhattan, Kans	1863	1863	Rev. Jos. Denison, D. D	10	2	....	....	197	7	8	5	2	1	2	1	1	
Agricultural and Mechanical College, (Kentucky Univ'y).	Lexington, Ky	1865	1866	J. K. Patterson, Dean	9	....	....	2	217	....	....	....	....	....	....	....	....	
Agricultural and Mechanical College of Louisiana	(*)	....	....		....	....	....	....	....	....	....	....	....	....	....	....	....	
Maine State College of Agriculture and the Mechanic Arts.	Orono, Me	....	1865	Rev. Charles F. Allen, D. D	5	2	2	....	71	32	....	25	....	6	1	7	....	
Maryland Agricultural College	Near Hyattsville, Md.	....	....	Rev. Samuel Regester, D. D	7	....	2	....	147	25	....	14	....	11	....	....	....	
Massachusetts Institute of Technology	Boston, Mass	1861	1865	John D. Runkle, Ph. D., LL. D	23	....	11	....	356	127	....	89	....	65	....	53	1	
Massachusetts Agricultural College	Amherst, Mass	1863	1867	William Smith Clark, A. M	20	....	8	12	114	38	....	37	....	18	....	12	....	
Michigan State Agricultural College	Lansing, Mich	1855	1857	J. C. Abbott	7	....	4	....	126	53	....	36	....	19	....	5	....	
College of Agriculture and the Mechanic Arts, (University of Minnesota.)	Minneapolis, Minn.	1851	1868	W. W. Folwell, A. M	5	....	4	....	117	....	....	....	....	....	....	....	....	
College of Agriculture and the Mechanic Arts, (University of Mississippi.)	Oxford, Miss	1871	1872	John A. Waddel, D. D	12	....	....	....	....	....	....	....	....	....	....	....	....	
Alcorn University	Rodney, Miss	....	....		....	....	....	....	....	....	....	....	....	....	....	....	....	
Agricultural and Mechanical College, (Univ'y of Missouri).	Columbia, Mo	....	1866	Daniel Reed, LL. D	7	....	3	....	(†)	....	....	....	....	....	....	....	....	
School of Mines and Metallurgy, (University of Missouri).	Rolla, Mo	....	....	do	....	....	....	....	....	....	....	....	....	....	....	....	....	
College of Agriculture, (University of Nebraska)	Lincoln, Nebr	....	1871	Allen R. Benton, LL. D	....	....	....	....	....	....	....	....	....	....	....	....	....	
College of Agriculture, (University of Nevada)	(*)	....	....		....	....	....	....	....	....	....	....	....	....	....	....	....	

New Hampshire College of Agriculture and the Mechanic Arts, (Dartmouth College.)	Hanover, N. H	1866	1868	Rev. A. D. Smith, D. D., LL. D	10				23	18		2		3			
Scientific School of Rutgers College	N. Brunswick, N.J.		1865	Rev. W.H. Campbell, D.D., LL. D	11			1	50	12		22		16			
Industrial College of Cornell University	Ithaca, N. Y	1865	1868	Rev. Andrew D. White, LL. D	21	14	14		(†)								
Agricultural and Mechanical College, (Univ. N. Carolina).	Chapel Hill, N. C			S. Poole, (not yet established)													
Ohio Agricultural and Mechanical College	Columbus, Ohio																
Agricultural department of Corvallis College	Corvallis, Oreg		1868	Rev. W. A. Finley, D. D	6				22								
Agricultural College of Pennsylvania	Agr. Coll. P. O., Pa.	1855	1859	Rev. James Calder, D. D	7		3		80	38	4	20	1	10		6	1
Agricultural and Scientific department of Brown Univ'y.	Providence, R. I			Rev. E. G. Robinson, D.D., LL. D.					(†)								
South Carolina Agricultural College and Mechanical Institute, (Claflin University.)	Orangeburgh, S. C.			Rev. A. Webster, D. D					(†)								
Tennessee Agricultural College, (East Tennessee Univ'y).	Knoxville, Tenn		1869	Rev. T. W. Humes, S. T. D	8		5	1	(†)								
Agricultural and Mechanical College of Texas	Bryan, Tex																
University of Vermont and State Agricultural College	Burlington. Vt	1864	1865	M. H. Buckham, A. M	6		2		25	4	2	4		9		6	
Hampton Normal and Agricultural Institute	Hampton, Va	1870	1868	General S. C. Armstrong	14				203	73	65	23	15	21	6		
The Virginia Agricultural and Mechanical College	Blacksburgh, Va	1872	1872	Charles L. C. Minor	4												
Agricultural Department West Virginia University	Morgantown, W. Va	1867	1867	Rev. Alex. Martin, D. D	3	2	13	1	33	10		13		2		6	
College of Arts, (University of Wisconsin)	Madison, Wis	1866	1867	Rev. J. H. Twombley, D. D	10		3		97	40		18		22		17	

* College not yet established.

† Students in this department embraced in the statistics of the university, for which see table VIII.

TABLE X.—PART I.—*Statistics of schools of science*—Continued.

Name.	Location.	Students.			Number of free scholarships.	Degrees conferred at last commencement.						Whole number of graduates of institution.	Number of years in course.	Number of weeks in scholastic year.
		Number in special course.	Number in preparatory department.	Number who have received an academic or other degree.		Ph. B.	C. E.	B. S.	M. S.	M. E.	E. M.			
Agricultural and Mechanical College of Alabama	Auburn, Ala	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	4	40
Arkansas Industrial University	Fayetteville, Ark	.....	92	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....
Agricultural, Mining, and Mechanical Arts College, (University of California.)	Oakland, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sheffield Scientific School of Yale College	New Haven, Conn	16	.....	28	.....	21	2	.....	.....	.....	.....	.....	3	37
Agricultural department of Delaware College	Newark, Del	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	40
Florida	(*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia State College of Agriculture and Mechanic Arts	Athens, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois Industrial University	Champaign, Ill	2	.....	.....	204	.....	.....	.....	.....	.....	.....	15	4	36
Purdue University (Agricultural College)	La Fayette, Ind	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Iowa State Agricultural College	Ames, Iowa	.....	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	36
Kansas State Agricultural College	Manhattan, Kans	.....	170	.....	.....	.....	.....	.....	.....	.....	.....	13	4	40
Agricultural and Mechanical College, (Kentucky Univ'y)	Lexington, Ky	.....	.....	.....	300	.....	.....	.....	.....	.....	.....	.....	4	40
Agricultural and Mechanical College of Louisiana	(*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maine State College of Agriculture and the Mechanic Arts	Orono, Me	.....	.....	.....	.....	.....	3	2	.....	.....	.....	5	4	48
Maryland Agricultural College	Near Hyattsville, Md	.....	97	.....	60	.....	.....	.....	.....	.....	.....	.....	3	.....
Massachusetts Institute of Technology	Boston, Mass	21	.....	11	1	.....	5	.....	.....	1	5	57	4	35
Massachusetts Agricultural College	Amherst, Mass	9	.....	2	.....	.....	.....	24	.....	.....	.....	51	4	39
Michigan State Agricultural College	Lansing, Mich	13	.....	5	.....	.....	.....	12	1	.....	.....	68	4	39
College of Agriculture and the Mechanic Arts, (University of Minnesota.)	Minneapolis, Minn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	38
College of Agriculture and the Mechanic Arts, (University of Mississippi.)	Oxford, Miss	.....	.....	.....	.....	.....	1	4	.....	.....	.....	.....	4	36
Alcorn University	Redney, Miss	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Agricultural and Mechanical College, (Univ'y of Missouri)	Columbia, Mo	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
School of Mines and Metallurgy, (University of Missouri)	Rolla, Mo	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
College of Agriculture, (University of Nebraska)	Lincoln, Nebr	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....
College of Agriculture, (University of Nevada)	(*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire College of Agriculture and the Mechanic Arts, (Dartmouth College.)	Hanover, N. H	.....	.....	.....	25	.....	.....	11	.....	.....	.....	5	3	29
Scientific School of Rutgers College	New Brunswick, N. J	.....	.....	.....	40	1 H	.....	10	9	.....	.....	41	4	40
Industrial College of Cornell University	Ithaca, N. Y	.....	.....	.....	512	8	17	39	1	.....	.....	142	4	40
Agricultural and Mechanical College, (Univ. N. Carolina)	Chapel Hill, N. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Ohio Agricultural and Mechanical College	Columbus, Ohio													
Agricultural department of Corvallis College	Corvallis, Oreg				22									
Agricultural College of Pennsylvania	Agr. Coll. P. O., Pa				3			2				70	4	40
Agricultural and Scientific department of Brown Univ'y	Providence, R. I					1 H 4								
South Carolina Agricultural College and Mechanical Institute, (Claflin University.)	Orangeburgh, S. C													
Tennessee Agricultural College, (East Tennessee Univ'y)	Knoxville, Tenn												4	40
Agricultural and Mechanical College of Texas	Bryan, Tex													
University of Vermont and State Agricultural College	Burlington, Vt			4	15	1	2	4				16	4	39
Hampton Normal and Agricultural Institute	Hampton, Va				35							43	3	36–38
The Virginia Agricultural and Mechanical College	Blacksburgh, Va				132								3	43
Agricultural Department of West Virginia University	Morgantown, W. Va	2		1	22							9	4	40
College of Arts, (University of Wisconsin)	Madison, Wis				100	2 H 25		10					4	38

* College not yet established.

TABLE X.—PART I.—*Statistics of schools of science*—Continued.

Name.	Location.	Volumes in library.	Annual cost of tuition.	Amount of endowment.	Date of acceptance of United States scrip or land by the State.	Acres in United States scrip or land granted by Congress to the State.	Acres in scrip or land received by the State.	Acres in United States scrip or land sold.	Amount for which United States scrip or land was sold for endowment of agricultural and mechanical college.	Date of incorporation of agricultural and mechanical college and transfer of United States scrip or land.
Agricultural and Mechanical College of Alabama	Auburn, Ala	.....	$100	.....	Dec. 31, 1868	240,000	240,000	240,000	$216,000	Feb. 26, 1872
Arkansas Industrial University	Fayetteville, Ark	.....	.....	.....	Jan. 31, 1867	150,000	.....	.....	.....	Mar. 27, 1871
Agricultural, Mining, and Mechanical Arts College, (University of California.)	Oakland, Cal	.....	.....	.....	Mar. 13, 1864	150,000	.....	.....	.....	Mar. 31, 1866
Sheffield Scientific School of Yale College	New Haven, Conn	.....	150	.....	Dec. 24, 1862	180,000	180,000	180,000	135,000	June 24, 1863
Agricultural department of Delaware College	Newark, Del	.....	60	.....	Feb. 7, 1867	90,000	90,000	90,000	78,400	Mar. 14, 1867
Florida	(*)	.....	.....	.....	Jan. 20, 1869	90,000	.....	.....	.....	.....
Georgia State College of Agriculture and Mechanic Arts.	Athens, Ga	.....	.....	.....	Mar. 10, 1866	270,000	270,000	270,000	243,000	Mar. 30, 1872
Illinois Industrial University	Champaign, Ill	9,000	Free.	$756,000	Feb. 14, 1863	480,000	480,000	455,000	364,235	Feb. 28, 1867
Purdue University, (Agricultural College)	La Fayette, Ind	.....	.....	.....	Mar. 6, 1865	390,000	390,000	390,000	212,238	May 6, 1869
Iowa State Agricultural College	Ames, Iowa	2,400	Free.	.....	Sept. 11, 1862	240,000	204,309	.....	.....	Mar. 29, 1866
Kansas State Agricultural College	Manhattan, Kans	3,000	Free.	.....	Feb. 3, 1863	90,000	82,216	44,266	188,797	Feb. 16, 1865
Agricultural and Mechanical College, (Kentucky Univ'y).	Lexington, Ky	.....	Free.	165,000	Jan. 27, 1863	330,000	330,000	330,000	.....	.....
Agricultural and Mechanical College of Louisiana	(*)	.....	.....	.....	Mar. 5, 1869	210,000	210,000	210,000	182,630	.....
Maine State College of Agriculture and the Mechanic Arts.	Orono, Me	1,500	Free.	134,300	Mar. 25, 1866	210,000	210,000	210,000	118,309	Feb. 25, 1865
Maryland Agricultural College	Near Hyattsville, Md	.....	$75	.....	Feb. 17, 1864	210,000	210,000	210,000	111,000	Mar. 21, 1865
Massachusetts Institute of Technology	Boston, Mass	3,000	150	200,000	Apr. 18, 1863	108,000	360,000	360,000	68,000	Apr. 27, 1863
Massachusetts Agricultural College	Amherst, Mass	1,500	54	473,333		252,000			167,464	
Michigan State Agricultural College	Lansing, Mich	3,300	Free.	.....	Feb. 25, 1863	240,000	235,673	27,874	92,444	Mar. 18, 1863
College of Agriculture and the Mechanic Arts, (University of Minnesota.)	Minneapolis, Minn	6,000	Free.	119,766	Feb. 14, 1863	120,000	194,119	22,394	128,266	Feb. 18, 1868
College of Agriculture and the Mechanic Arts, (University of Mississippi.)	Oxford, Miss	.....	Free.	100,000	Oct. 30, 1866	84,000	210,000	210,000	75,600	May 10, 1871
Alcorn University	Rodney, Miss	.....	.....	.....		126,000			113,400	
Agricultural and Mechanical College, (Univ'y of Missouri).	Columbia, Mo	.....	$20	.....	Mar. 17, 1863	247,500	330,000	330,000	.....	May 3, 1870
School of Mines and Metallurgy, (University of Missouri)	Rolla, Mo	.....	.....	.....		82,500			.....	
College of Agriculture, (University of Nebraska)	Lincoln, Nebr	.....	.....	.....	Feb. 3, 1869	90,000	90,000	.....	.....	Feb. 15, 1869
College of Agriculture, (University of Nevada)	(*)	.....	.....	.....	July 9, 1863	150,000	150,000	150,000	80,000	July 7, 1866
New Hampshire College of Agriculture and the Mechanic Arts, (Dartmouth College.)	Hanover, N. H	1,000	30	128,000	July 9, 1863	150,000	150,000	150,000	80,000	July 7, 1866
Scientific School of Rutgers College	New Brunswick, N. J	.....	75	100,000	Apr. 14, 1863	210,000	210,000	210,000	116,000	Apr. 4, 1864
Industrial College of Cornell University	Ithaca, N. Y	35,000	45	1,400,000	Mar. 14, 1863	990,000	990,000	465,000	428,350	Apr. 27, 1865
Agricultural and Mechanical College, (Univ. N. Carolina).	Chapel Hill, N. C	.....	.....	.....	Feb. 24, 1866	270,000	270,000	270,000	135,000	Feb. 11, 1867
Ohio Agricultural and Mechanical College	Columbus, Ohio	.....	.....	.....	Feb. 9, 1864	630,000	630,000	630,000	342,451	Mar. 22, 1870

Agricultural department of Corvallis College	Corvallis, Oreg				Oct. 9, 1862	90,000	90,000			Oct. 27, 1868
Agricultural College of Pennsylvania	Agr. Coll. P. O., Pa	2,000	Free.	500,000	Apr. 1, 1863	780,000	780,000	780,000	439,186	Feb. 19, 1867
Agricultural and Scientific department of Brown Univ'y	Providence, R. I				Jan. 27, 1863	120,000	120,000	120,000	50,000	Jan. 27, 1863
South Carolina Agricultural College and Mechanical Institute, (Claflin University.)	Orangeburgh, S. C				Dec. 10, 1868	180,000	180,000	180,000	130,500	Mar. 12, 1872
Tennessee Agricultural College, (East Tennessee Univ'y)	Knoxville, Tenn		$36		Feb. 18, 1868	300,000	300,000	300,000	271,875	Jan. 16, 1869
Agricultural and Mechanical College of Texas	Bryan, Tex				Nov. 1, 1866	180,000	180,000	180,000	156,600	Apr. 17, 1871
University of Vermont and State Agricultural College	Burlington, Vt		45	125,000	Dec. 1, 1862	150,000	150,000	150,000	143,000	Nov. 22, 1864
Hampton Normal and Agricultural Institute	Hampton, Va		Free.		Feb. 5, 1864	100,000	300,000	300,000	95,000	Mar. 19, 1872
The Virginia Agricultural and Mechanical College	Blacksburgh, Va		$30	220,000		200,000			190,000	
Agricultural department of West Virginia University	Morgantown, W. Va	3,000	30		Oct. 3, 1863	150,000	150,000	150,000	90,000	Feb. 7, 1867
College of Arts, (University of Wisconsin)	Madison, Wis	4,600	18	206,000	Apr. 2, 1863	240,000	240,000	153,400	182,970	Feb. 8, 1868

* College not yet established.

† Free to residents of the State; $50 to others.

TABLE X.—PART II.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.,) which have not received the national grant of lands; from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of organization.	President.	Professors and instructors.				Students.									
					Resident professors.	Non-resident professors and lecturers.	Instructors.	Tutors.	Total.	Regular course.								
										First year.		Second year.		Third year.		Fourth year.		
										Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	Scientific department of Saint Mary's College	San Francisco, Cal	1863	Brother Justin	3	2	5	....	32	12	....	9	....	7	....	4	....
2	Scientific department of Blackburn University	Carlinville, Ill	1867	Rev J. W. Bailey, D. D	7	....	7	....	55	18	12	7	6	6	6	....	....
3	Illinois Agricultural College	Irvington, Ill	1866	Rev. A. C. Hillman	5	....	....	....	190	21	20	2	....	2	....	....	....
4	Scientific department of Saint Meinrad's College	Saint Meinrad, Ind	.....	Rev. Isadore Hobie, O. S. B	4	....	....	....	15	13	....	2	....	....	....	....	....
5	Scientific department of Cornell College	Mount Vernon, Iowa	1857	Rev. W. F. King, D. D	8	....	5	....	44	4	10	10	3	7	3	2	5
6	Scientific department of Bowdoin College	Brunswick, Me	1872	J. L. Chamberlain, LL. D	14	4	3	1	54	25	....	18	....	10	....	....	....
7	Lawrence Scientific School, Harvard University	Cambridge, Mass	1848	C. W. Eliot, LL. D	10	3	5	....	37	....	....	....	....	....	....	....	....
8	Worcester County Free Inst. of Industrial Science	Worcester, Mass	1865	C. O. Thompson, A. M	8	2	....	....	95	....	....	....	....	....	....	....	....
9	University of Michigan	Ann Arbor, Mich	1841	J. B. Angell, LL. D	....	....	....	....	(*a*)	....	....	....	....	....	....	....	....
10	Scientific department of Hillsdale College	Hillsdale, Mich	1855	Rev. Daniel M. Graham, D. D	8	....	12	1	168	29	45	26	12	16	11	12	17
11	Scientific course of McGee College	College Mound, Mo	1853	Rev. J. B. Mitchell, D. D	3	....	....	....	46	16	8	18	1	3	....	....	....
12	Scientific department of Washington University	Saint Louis, Mo	.....	Rev. W. G. Eliot, D. D	13	....	....	....	35	12	....	12	....	6	....	5	....
13	Chandler scientific department of Dartmouth Coll	Hanover, N. H	1852	Rev. A. D. Smith, D.D., LL. D	12	1	5	....	63	14	....	16	....	20	....	13	....
14	Thayer School of Civil Eng. of Dartmouth College	do	1870	do	3	....	....	....	7	2	....	1	....	....	....	....	....
15	Stevens Institute of Technology	Hoboken, N. J	1871	Henry Morton, Ph. D	7	....	....	....	50	30	....	20	....	....	....	....	....
16	Brooklyn Collegiate and Polytechnic Institute	Brooklyn, N. Y	.....	D. H. Cochran, Ph. D., LL. D	3	....	....	....	48	....	....	....	....	....	....	....	....
17	School of Mines of Columbia College	New York, N. Y	1864	F. A. P. Barnard, S.T.D., LL. D	8	1	13	10	125	22	....	19	....	5	....	....	....
18	Departm't of Science, Univ. of the City of New York	do	1871	Howard Crosby, D. D., LL. D	10	....	....	....	66	21	....	20	....	15	....	10	....
19	Rensselaer Polytechnic Institute	Troy, N. Y	1824	Hon. James Forsyth	8	1	4	....	175	69	....	49	....	32	....	25	....
20	Scientific department of Denison University	Granville, Ohio	1854	Rev. S. Talbot, D. D	7	....	....	2	21	6	....	5	....	3	....	2	....
21	Scientific department of Mount Union College	Mount Union, Ohio	1858	Rev. O. N. Hartshorn, LL. D	8	3	1	....	264	53	44	24	14	15	3	8	6
22	Scientific department of Oberlin College	Oberlin, Ohio	.....	Rev. Jas. H. Fairchild, D. D	6	2	4	3	205	23	47	17	28	6	30	....	28
23	Scientific department of Otterbein University	Westerville, Ohio	1847	Rev. H. A. Thompson, A. M	6	....	....	....	62	3	....	4	....	5	....	3	....
24	Scientific department of Willamette University	Salem, Oreg	1851	T. M. Gatch, A. M	5	....	....	....	79	17	10	12	12	8	12	2	6
25	Scientific department of Villanova College	Bryn Maur, Pa	.....	Very Rev. T. Galberry, O.S.A	....	....	....	....	60	10	....	4	....	3	....	3	....
26	Pardee scientific department of Lafayette College	Easton, Pa	1865	Rev. W. C. Cattell, D. D	6	....	....	....	(*a*)	....	....	....	....	....	....	....	....
27	Scientific departm't of University of Pennsylvania	Philadelphia, Pa	1872	I. P. Lesley, A. M., Dean	12	....	4	....	96	45	....	29	....	9	....	8	....
28	Scientific school of Lehigh University	South Bethlehem, Pa	1866	Henry Coppée, LL. D	....	....	....	....	(*a*)	....	....	....	....	....	....	....	....
29	Scientific department of Cumberland University	Lebanon, Tenn	1872	B. W. McDonald, D. D., LL. D	5	....	....	....	12	8	....	4	....	....	....	....	....
30	Scientific department University of Virginia	Charlottesville, Va	1819	C. S. Venable, LL. D	5	....	3	....	80	....	....	....	....	....	....	....	....
31	Scientific department Washington and Lee Univ	Lexington, Va	.....	Gen. G. W. C. Lee	....	....	....	....	(*a*)	....	....	....	....	....	....	....	....
32	New Market Polytechnic Institute	New Market, Va	1870	Prof. B. H. Benton	2	6	4	....	90	....	....	....	....	....	....	....	....

(*a*) Students in this department embraced in the statistics of the university, for which see Table VIII.

TABLE X.—PART II.—*Statistics of schools and of collegiate departments of science*—Continued.

Number.	Name.	Location.	Students—Cont.				Degrees conferred at last commencement.						Whole number of graduates of institution.	Number of years in course.	Number of weeks in scholastic year.	Volumes in library.	Annual cost of tuition.	Amount of endowment.
			Number in special course.	Number in preparatory course.	Number who have received an academic or other degree.	Number of free scholarships.	Ph. B.	C. E.	B. S.	M. S.	M. E.	E. M.						
1	Scientific department of Saint Mary's College	San Francisco, Cal	....	.....	1	....	....	....	1	....	....	....	2	4	40	260	$60 00	.....
2	Scientific department of Blackburn University	Carlinville, Ill	....	.....	.....	....	....	....	3	....	....	....	14	3	38	1,000	21 00	$200,000
3	Illinois Agricultural College	Irvington, Ill	1	144	.....	....	....	....	....	....	....	....	.....	2½	40	200	24 00	.....
4	Scientific department of Saint Meinrad's College	Saint Meinrad, Ind	....	.....	.....	....	....	....	....	....	....	....	.....	4	42	.....	30 00	.....
5	Scientific department of Cornell College	Mount Vernon, Iowa	....	.....	1	....	....	....	7	....	....	....	115	4	38	.....	25 00	.....
6	Scientific department of Bowdoin College	Brunswick, Me	1	.....	4	12	....	1	1	....	....	....	.....	4	38	.....	75 00	.....
7	Lawrence Scientific School, Harvard University	Cambridge, Mass	....	.....	6	4	....	....	1	....	....	....	188	3–4	37	.....	150 00	200,000
8	Worcester County Free Institute of Industrial Science.	Worcester, Mass	1	.....	.....	.....	....	....	....	....	....	....	36	3	42	1,000	.....	556,000
9	University of Michigan	Ann Arbor, Mich	....	.....	.....	.....	10	12	8	1	....	....	.....	4	40	.....	.....	.....
10	Scientific department of Hillsdale College	Hillsdale, Mich	....	*a*150	.....	.....	....	20	....	....	....	....	250	4	37	4,500	6–8 00	b150,000
11	Scientific course of McGee College	College Mound, Mo	....	.....	.....	.....	....	1	....	....	....	....	31	4	42	520	50 00	.....
12	Scientific department of Washington University	Saint Louis, Mo	....	.....	1	.....	2	....	....	1	....	....	10	4	40	.....	100 00	.....
13	Chandler scientific department of Dartmouth College.	Hanover, N. H	....	.....	.....	1	....	11	....	....	....	....	174	4	39	1,200	60 00	120,000
14	Thayer School of Civil Engineering of Dartmouth Coll.	.....do	....	4	.....	.....	....	....	....	....	....	....	.....	2	43	.....	60 00	70,000
15	Stevens Institute of Technology	Hoboken, N. J	....	.....	.....	.....	....	....	....	....	....	....	.....	4	38	5,000	75 00	650,000
16	Brooklyn Collegiate and Polytechnic Institute	Brooklyn, N. Y	....	.....	.....	.....	....	....	1	....	....	....	.....	....	40	3,000	30 00	.....
17	School of Mines of Columbia College	New York, N. Y	16	63	.....	17	....	....	....	....	....	8	62	3	37	3,500	200 00	.....
18	Department of Science, Univ. of the City of New York.	.....do	....	.....	3	....	1	9	11	....	....	....	41	4	39	.....	Free.	.....
19	Rensselaer Polytechnic Institute	Troy, N. Y	....	.....	6	....	....	17	....	....	....	....	541	4	40	3,000	200 00	.....
20	Scientific department of Denison University	Granville, Ohio	5	.....	.....	.....	....	....	2	....	....	....	.....	4	40	.....	30 00	120,000
21	Scientific department of Mount Union College	Mount Union, Ohio	....	*a*97	23	....	1	....	2	12	....	....	137	4	36	3,000	30–39 00	105,000
22	Scientific department of Oberlin College	Oberlin, Ohio	....	*a*26	.....	.....	....	....	....	....	....	....	513	4	36	.....	9 00	c115,000
23	Scientific department of Otterbein University	Westerville, Ohio	....	*a*47	.....	.....	....	....	3	....	....	....	60	4	40	300	24 00	60,000
24	Scientific department of Willamette University	Salem, Oreg	....	.....	.....	.....	....	....	3	....	....	....	63	4	39	.....	36 00	40,000
25	Scientific department of Villanova College	Bryn Maur, Pa	....	*a*40	25	.....	....	....	....	....	....	....	24	5	39	3,000	250 00	.....
26	Pardee scientific department of Lafayette College	Easton, Pa	....	.....	.....	.....	....	2	2	....	....	....	.....	4	39	.....	.....	.....
27	Scientific department of University of Pennsylvania	Philadelphia, Pa	14	.....	.....	.....	....	....	3	....	....	....	.....	4	40	3,000	150 00	.....
28	Scientific school of Lehigh University	South Bethlehem, Pa	....	.....	.....	.....	....	....	....	....	....	....	.....	....	....	.....	.....	.....
29	Scientific department of Cumberland University	Lebanon, Tenn	....	.....	.....	.....	....	....	....	....	....	....	.....	2	40	.....	70 00	.....
30	Scientific department University of Virginia	Charlottesville, Va	....	.....	.....	2	....	2	2	....	1	....	.....	(*)	36	.....	100 00	100,000
31	Scientific department Washington and Lee University	Lexington, Va	....	.....	.....	.....	2	8	6	....	....	....	.....	....	....	.....	.....	.....
32	New Market Polytechnic Institute	New Market, Va	40	.....	.....	.....	....	....	....	....	....	....	.....	3	39	5,000	45–65 00	.....

* Elective. (*a*) Reported in "partial" course. (*b*) Includes endowment of classical department. (*c*) Endowment of college.

TABLE XI.—*Statistics of schools of theology for* 1872; *from*

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.
1	Theological department of Howard College.	Marion, Ala	.....	.....	Baptist
2	Pacific Theological Seminary	Oakland Cal	1872	1869	Congregational
3	San Francisco Theological Seminary	San Francisco, Cal	1872	1871	Presbyterian
4	Theological Institute of Connecticut	Hartford, Conn	1834	1834	Congregational
5	Berkeley Divinity School	Middletown, Conn	1854	1850	Protestant Episcopal.
6	Theological department of Yale College	New Haven, Conn	1745	1822	Congregational
7	Theological department Mercer University	Macon, Ga	.....	1833	Baptist
8	Theological department of Blackburn University.	Carlinville, Ill	1838	1867	Presbyterian
9	Chicago Theological Seminary	Chicago, Ill	1857	1858	Congregational
10	Baptist Union Theological Seminary	do	1865	1867	Baptist
11	Scandinavian Theological Seminary	do	.....	.....	Lutheran
12	Theological Seminary of the Northwest	do	1857	1859	Presbyterian
13	Garrett Biblical Institute	Evanston, Ill	1855	1856	Methodist Episcopal.
14	Biblical department of Eureka College	Eureka, Ill	1855	1864	Christian
15	Theological Seminary of the Northwest	Monmouth, Ill	.....	1839	United Presbyterian.
16	Augustana Seminary	Paxton, Ill	1865	1860	Lutheran
17	Theological department of Shurtleff College.	Upper Alton, Ill	1835	1863	Baptist
18	Theological school of Hartsville University.	Hartsville, Ind	.....	.....	United Brethren
19	Wartburg Seminary	Casstown, Iowa	1867	1857	Lutheran
20	Theological department of Griswold College	Davenport, Iowa	1860	1859	Protestant Episcopal.
21	German theological school of the Northwest.	Dubuque, Iowa	1871	1870	Presbyterian
22	Theological department of Iowa Wesleyan University.	Mount Pleasant, Iowa	1855	.....	Methodist Episcopal.
23	Saint Joseph's Seminary and College	Bardstown, Ky	1824	1819	Roman Catholic
24	Danville Theological Seminary [3]	Danville, Ky	1854	1853	Presbyterian
25	Theological department of Georgetown College.	Georgetown, Ky	.....	.....	Baptist
26	Western Baptist Theological Institute	do	1840	....	do
27	Bible College, University of Kentucky	Lexington, Ky	1857	1866	Christian
28	Theological school of Bethel College	Russellville, Ky	1868	1868	Baptist
29	Thomson's Biblical Institute	New Orleans, La	.....	1865	Methodist Episcopal.
30	Theological Seminary	Bangor, Me	1814	1820	Congregational
31	Theological school of Bates College	Lewiston, Me	1863	1870	Free-Will Baptist
32	Theological Seminary of Saint Sulpice and Saint Mary's University.	Baltimore, Md	1860	1791	Roman Catholic
33	Theological department Mount Saint Mary's College.	Near Emmittsburgh, Md.	.....	.....	do
34	Theological Seminary	Woodstock, Md	1867	1868	do
35	Andover Theological Seminary	Andover, Mass	1807	1808	Congregational
36	School of Theology of Boston University	Boston, Mass	1847	1847	Methodist Episcopal.
37	Divinity school of Harvard University	Cambridge, Mass	1836	1816	No tests
38	Episcopal Theological School	do	1867	1867	Protestant Episcopal.
39	Tuft's Divinity School	College Hill, Mass	1852	1855	Universalist
40	Newton Theological Institution	Newton Center, Mass	1826	1826	Baptist
41	New Church Theological School	Waltham, Mass	.....	1866	New Jerusalem Ch
42	Theological department of Adrian College.	Adrian, Mich	.....	.....	
43	Theological department of Hillsdale College.	Hillsdale, Mich	1855	1869	Free-Will Baptist
44	Augsburg Seminary	Minneapolis, Minn	.....	1869	Evangelical Luther'n
45	Theological department of Saint John's College.	Saint Joseph, Minn	1858	1867	Roman Catholic
46	Saint Vincent's Theological Seminary	Cape Girardeau, Mo	.....	1844	do
47	Theological school of Westminster College.	Fulton, Mo	.....	.....	Presbyterian
48	Vandeman School of Theology	Liberty, Mo	.....	1868	Baptist
49	Concordia Seminary	Saint Louis, Mo	1853	1840	Lutheran
50	Drew Theological Seminary	Madison, N. J	1866	1867	Methodist Episcopal.
51	Theological Seminary of the Reformed Church.	New Brunswick, N.J.	.....	1784	Reformed Church
52	German Theological Seminary of Newark	Newark, N. J	.....	.....	Presbyterian
53	Theological Seminary	Princeton, N. J	1822	1812	do
54	Auburn Theological Seminary	Auburn, N. Y	1820	1819	do
52	Martin Luther (theological) College	Buffalo, N. Y	1869	1853	Lutheran
56	Canton Theological School	Canton, N. Y	1856	1858	Universalist
57	De Laney Divinity School	Geneva, N. Y	.....	1860	Protestant Episcopal.
58	Hamilton Theological Seminary	Hamilton, N. Y	1819	1820	Baptist

[1] For both departments.
[2] Includes ten in fourth year and six in fifth year.
[3] Suspended for the present.
[4] Includes six in fourth year.
[5] Includes four in special course.
[6] Independent of the Rich legacy.
[7] Includes eight special students.

replies to inquiries by the United States Bureau of Education.

President or senior professor.	Number of—					Number of students.				Number of—						Annual cost of tuition.	Amount of endowment.	Number.
	Professors, (total.)	Resident professors.	Non-resident professors.	Instructors.	Endowed professorships.	Total.	In first year.	In second year.	In third year.	Present students who have received academic or other degree.	Resident licentiates.	Alumni.	Free scholarships.	Years in course.	Weeks in scholastic year.	Volumes in library.			
James T. Murfee	7	6	1	4	...	9	2	3	4	.....	..	.....	..	3	40	1,000	Free.	.....	1
J. A. Benton, D. D	3	2	1	3	2	5	..	3	2	.....	..	3	..	3	40	2,000	Free.	$75,000	2
Rev. W. A. Scott, D. D., LL. D.	4	..	..	..	..	6	2	2	2	.....	..	6	..	3	44	7,000	Free.	.....	3
William Thompson, D. D	5	5	..	6	5	27	14	5	8	14	..	330	5	3	40	7,000	Free.	.....	4
John Williams, D. D., LL. D	9	6	3	7	...	35	12	11	12	23	..	162	..	3	38	.....	Free.	.....	5
Noah Porter, D. D., LL. D	5	5	2	..	4	94	45	26	23	80	2	.....	..	3	35	.....	.....	.....	6
Henry H. Tucker, D. D	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
Rev. John W. Bailey, D. D	2	2	..	2	...	13	7	3	3	11	1	4	..	3	38	1,000	Free.	200,000	8
Saml. C. Bartlett, D. D., dean	5	4	1	..	...	54	20	12	22	.....	..	131	..	3	34	4,500	Free.	.....	9
Rev. G. W. Northrup, D. D	5	4	1	5	...	50	24	11	15	15	..	67	..	3	35	15,000	Free.	80,000	10
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11
L. J. Halsey, sec'y of faculty	4	4	..	1	4	17	9	3	5	.....	..	84	6	3	30	8,000	Free.	135,000	12
Henry Bannister, D. D	6	4	2	..	4	64	16	16	32	28	1	142	..	3	38	3,000	Free.	424,000	13
H. W. Everest	2	2	..	2	...	32	22	10	..	4	5	25	..	2	37	500	Free.	18,000	14
Alex. Young, D. D., LL. D	3	3	..	..	...	20	9	5	6	16	..	216	..	3	24	2,200	Free.	15,000	15
T. U. Hasselquist, D. D	2	2	..	..	...	15	10	5	..	.....	..	50	..	2	40	7,000	.....	[150,000	16
A. A. Kendrick, D. D	4	4	..	4	3	6	3	3	..	5	10	.....	..	3	36	1,300	Free.	68,000	17
Rev. J. W. Scribner, A. M	1	..	..	..	...	11	..	..	..	.....	..	.....	..	.....	.....	.....	.....	.....	18
Sigmund Fritschel	4	2	2	..	1	24	10	9	5	.....	..	24	..	3	40	3,000	Free.	6,000	19
Rt. Rev. H. W. Lee, D. D	3	3	..	..	3	6	3	1	2	4	1	15	..	3	40	4,500	Free.	60,000	20
Rev. J. Conzett	2	2	..	1	...	17	4	5	8	.....	..	31	..	5	41	600	Free.	5,000	21
John Wheeler, D. D	..	..	..	..	...	16	..	..	..	.....	..	.....	..	2	40	.....	$15	.....	22
Rev. M. M. Coghlan	5	5	..	10	...	[240	19	5	..	.....	1	45	..	6	40	5,000	200	.....	23
	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	200	..	3	32	7,000	Free.	177,391	24
Rev. N. M. Crawford	1	..	..	..	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25
Rev. Basil Manly, D. D	2	2	..	..	...	22	..	..	..	.....	..	.....	..	2	40	.....	Free.	48,000	26
Rev. Robert Milligan	3	3	..	1	2	104	..	..	..	.....	..	.....	..	4	46	20,000	Free.	.....	27
Noah K. Davis, LL. D	1	1	..	1	...	13	6	4	3	.....	16	6	..	3	40	1,000	Free.	.....	28
Rev. I. S. Leavitt, A. M	..	..	..	..	5	16	16	..	..	.....	12	.....	..	3	25	.....	.....	.....	29
Enoch Pond, D. D	8	4	4	5	4	31	12	11	8	10	1	520	..	3	37	13,000	Free.	170,000	30
O. B. Cheney, D. D	6	6	..	6	...	19	7	8	4	5	..	8	..	3	37	200	Free.	.....	31
Very Rev. I. Paul Dubreul, D.D	6	6	..	..	...	.....	.....	.....	.....	.....	..	70	..	4	42	.....	250	.....	32
Rev. John McCaffrey, D. D	4	..	..	..	...	25	..	..	..	.....	..	.....	..	.....	.....	.....	.....	.....	33
Rev. A. M. Paresee, S. J	10	10	..	..	...	[455	18	14	17	.....	..	102	..	4	43	20,000	60	.....	34
Rev. John L. Taylor	12	7	5	13	7	[572	20	26	22	66	6	1,650	50	3	40	30,000	Free.	550,000	35
Rev. Wm. F. Warren, D. D	9	5	4	6	...	104	44	40	20	64	..	633	2	3	38	4,000	Free.	[6]350,000	36
Charles W. Eliot, LL. D	5	4	1	2	5	[719	3	4	4	6	1	428	9	3	37	16,000	50	([8])	37
Rev. John S. Stone, D. D., dean	4	4	..	..	4	8	..	..	..	8	..	11	..	3	38	([9])	Free.	240,000	38
Rev. A. A. Miner, D. D	6	3	3	5	1	21	7	6	8	4	..	5	..	4	38	.....	Free.	.....	39
Alvah Hovey, D. D	6	5	1	6	...	76	32	27	17	64	..	650	5	3	40	12,000	Free.	325,000	40
Rev. Thomas Worcester	4	2	2	2	...	.....	.....	.....	.....	3	..	.....	..	..	20	400	Free.	26,000	41
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42
Daniel M. Graham, D. D	4	2	2	1	[10]3	13	4	3	6	.....	6	4	..	3	38	3,000	Free.	12,600	43
Rev. August Weenaas, A. M	3	..	..	..	1	.....	.....	.....	.....	.....	.....	23	..	[11]	..	1,000	Free.	9,600	44
Alexius Edelbrock	..	..	..	..	...	15	..	..	..	.....	..	.....	..	.....	.....	.....	.....	.....	45
Very Rev. A. Verrina, C. M	..	..	..	..	...	.....	.....	.....	.....	.....	..	.....	..	.....	.....	.....	.....	.....	46
Rev. Nathan L. Rice, D. D	3	..	..	..	...	6	..	..	..	.....	..	.....	..	.....	.....	.....	.....	.....	47
T. Rambaut, D. D	4	4	..	..	...	48	..	..	..	.....	..	.....	..	[12]	36	3,000	Free.	40,000	48
C. F. W. Walther	6	5	1	3	...	171	42	56	73	.....	..	.....	..	3	40	5,000	.....	.....	49
Bp. R. S. Foster, D. D., LL. D	5	5	..	8	...	40	12	19	9	13	..	35	..	3	35	10,000	.....	250,000	50
David D. Demarest, secretary of faculty.	4	4	..	4	4	21	7	6	8	19	..	551	..	3	35	15,000	Free.	214,000	51
Jonathan F. Stearns, D. D	5	..	..	..	...	16	..	..	..	.....	..	.....	..	.....	.....	.....	.....	22,000	52
Rev. Charles Hodge, D. D	6	6	..	..	...	114	44	28	42	109	4	2,874	68	3	34	23,500	Free.	.....	53
Rev. S. M. Hopkins, D. D	5	5	..	5	5	44	11	14	19	37	..	1,000	35	3	35	8,000	Free.	210,915	54
Rev. J. A. A. Grabau	3	3	..	3	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,200	.....	.....	55
Rev. Ebenezer Fisher, D. D	3	3	..	..	2	24	7	9	8	.....	..	66	..	3	39	6,000	Free.	48,000	56
Rev. James Rankine, D. D	1	1	..	4	1	.....	.....	.....	.....	3	..	22	2	..	..	100	Free.	23,376	57
Dr. E. Dodge, D. D., LL. D., senior professor.	4	4	..	4	2	31	19	12	..	24	..	610	25	2	40	10,454	Free.	28,000	58

[8] Besides buildings, $148,000 capital and one-fourth of the income of $410,000.
[9] Principal part of the library burnt in the Boston fire, 1872.
[10] Two partially endowed.
[11] Three to five years.
[12] Five years in connection with college course.

TABLE XI.—*Statistics of schools of theology for* 1872;

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.
59	Hartwick Theological Seminary	Hartwick Sem., N. Y.	1816	1816	Lutheran
60	Seminary of our Lady of Angels	Lewiston, N. Y	1863	1856	Roman Catholic
61	Theological Seminary	Newburgh, N. Y		1867	United Presbyterian.
62	General Theological Seminary of the Protestant Episcopal Church.	New York City, N.Y.	1821	1817	Protestant Episcopal.
63	Union Theological Seminary	do		1836	Presbyterian
64	Rochester Theological Seminary	Rochester, N. Y	1850	1850	Baptist
65	Saint Joseph's Provincial Seminary	Troy, N. Y		1864	Roman Catholic
66	Theological school of Trinity College	Trinity College, N. C.	1852	1867	Methodist Episcopal.
67	Theological Seminary of Saint Charles Borromeo.	Carthagena, Ohio		1860	Roman Catholic
68	Mount Saint Mary's of the West	Cincinnati, Ohio		1851	do
69	Lane Theological Seminary	do	1829	1830	Presbyterian
70	Saint Mary's Ecclesiastical Seminary	Cleveland, Ohio		1840	Roman Catholic
71	German Evangelical Lutheran Seminary, (Capital University.)	Columbus, Ohio		1830	Lutheran
72	Theological school of Ohio Wesleyan University. [4]	Delaware, Ohio			Methodist Episcopal
73	Theological Seminary	Gambier, Ohio	1824	1826	Protestant Episcopal.
74	Theological department of Oberlin College.	Oberlin, Ohio	1834	1833	Congregational
75	Wittenberg College	Springfield, Ohio		1845	Lutheran
76	Heidelberg Theological Seminary	Tiffin, Ohio	1839	1851	Reformed
77	Theological Seminary	Xenia, Ohio		1794	United Presbyterian.
78	Theological department of Wilberforce University.	Near Xenia, Ohio	1863	1863	African Methodist Episcopal.
79	Theological Seminary	Allegheny City, Pa	1856		United Presbyterian.
80	Western Theological Seminary	do	1825	1826	Presbyterian
81	Theological Seminary	Bethlehem, Pa	1863	1807	Moravian
82	Theological Seminary of Ursinus College	Freeland, Pa	1869	1870	Reformed
83	Theological Seminary	Gettysburgh, Pa	1827	1826	Lutheran
84	Theological Seminary	Lancaster, Pa	1824	1825	Reformed
85	Meadville Theological School	Meadville, Pa	1844	1844	Unitarian
86	Saint Charles Theological Seminary	Overbrook, near Philadelphia, Pa.			Roman Catholic
87	Theological department of Lincoln University.	Oxford, Pa	1871	1853	Presbyterian
88	Divinity School of the Protestant Episcopal Church.	Philadelphia, Pa	1862	1862	Protestant Episcopal.
89	Theological Seminary of the Evangelical Lutheran Church.	do	1865	1864	Evangelical Luther'n
90	Saint Michael's Theological Seminary	Pittsburgh, Pa		1853	Roman Catholic
91	Missionary Institute	Selin's Grove, Pa	1858	1856	Evangelical Luther'n
92	Crozer Theological Seminary	Upland, Pa			Baptist
93	Theological Seminary	Columbia, S. C	1832	1829	Presbyterian
94	Southern Baptist Theological Seminary	Greenville, S. C	1858	1858	Baptist
95	Theological department of Cumberland University.	Lebanon, Tenn	1854	1854	Presbyterian
96	Theological department of Central Tennessee College.	Nashville, Tenn	1866	1869	Methodist Episcopal
97	Theological department of Baylor University.	Independence, Tex	1845	1866	Baptist
98	New Hampton Theological Institution	Fairfax, Vt			do
99	Theological Seminary of Protestant Episcopal Church.	Near Alexandria, Va.	1854	1823	Protestant Episcopal.
100	Saint John's Theological Seminary	Norfolk, Va			Roman Catholic
101	Union Theological Seminary	Hampden Sidney, Va.	1866	1823	Presbyterian
102	Richmond Institute	Richmond, Va		1868	Baptist
103	Theological Seminary of the General Synod in North America.	Salem, Va		1872	Lutheran
104	Saint Vincent's College	Wheeling, W. Va			Roman Catholic
105	Mission House	Hermann, Wis	1868	1864	Reformed
106	Seminary of Saint Francis of Sales	Saint Francis, Wis		1854	Roman Catholic
107	Nashotah House	Summit, Waukesha County, Wis.	1847	1842	Protestant Episcopal.
108	Theological department of Howard University.	Washington, D. C	1867	1871	Union Evangelical
109	Wayland Seminary	do		1867	Baptist

[1] Includes twenty-two in fourth year.

[2] The number since 1867. Original organization 1804; the number of alumni since then is not known.

[3] Includes twenty-one students in German department.

from replies to inquiries by the Bureau of Education—Continued.

President or senior professor.	Number of—					Number of students.				Number of—						Annual cost of tuition.	Amount of endowment.	Number.
	Professors, (total.)	Resident professors.	Non-resident professors.	Instructors.	Endowed professorships.	Total.	In first year.	In second year.	In third year.	Present students who have received academic or other degree.	Resident licentiates.	Alumni.	Free scholarships.	Years in course.	Weeks in scholastic year.	Volumes in library.			
Rev. T. T. Titus	..	..	..	..	..	8	..	..	..	.....	..	.....	..	..	40	2,000	Free.	.....	59
Rev. Robert E. V. Riee, C. M.	13	13	..	..	..	[4]67	13	15	17	.....	..	170	..	4	..	3,500	$262	.....	60
James Harper	4	2	2	4	..	10	2	5	3	9	3	[2]20	..	3	30	3,450	Free.	$35,000	61
Rev. George F. Seymour, D.D.	7	3	4	..	2	70	19	27	24	51	..	766	25	3	38	14,500	Free.	600,000	62
Rev. H. B. Smith, D. D., LL. D.	6	6	3	2	5	124	37	45	42	.....	..	977	25	3	34	30,000	Free.	311,000	63
Augustus H. Strong, D. D.	5	5	..	2	4	[5]61	14	12	12	33	1	427	6	3	41	8,000	Free.	225,000	64
Very Rev. H. Gabriels	7	7	..	..	..	.....	..	..	..	.....	..	118	..	..	..	5,000	.....	.....	65
Rev. B. Craven, D. D.	4	4	..	4	..	15	10	3	2	.....	1	10	..	4	42	300	Free.	.....	66
Henry Drees, D. D.	3	3	..	3	..	40	10	13	17	.....	..	33	..	3	38	3,900	Free.	.....	67
F. J. Pabisch, D.D., C.L.D., LL.D.	4	4	..	..	..	45	21	11	13	.....	..	45	..	3	42	10,000	160	.....	68
Theodore E. Thomas, D. D., chairman of faculty.	5	5	..	..	4	40	18	18	4	38	..	576	..	3	34	10,000	Free.	400,000	69
Rev. N. A. Moes	3	3	..	4	..	.....	..	..	..	.....	..	23	..	4	40	.....	200	.....	70
Rev. W. F. Lehmann	2	..	..	..	..	20	..	..	..	.....	..	.....	..	[2½]	..	2,500	Free.	.....	71
Rev. Frederick Merrick	..	..	..	..	2	.....	..	..	..	.....	..	.....	..	..	..	.....	.....	.....	72
Rt. Rev. C. P. McIlvaine, D. D., LL. D.	2	2	..	..	4	2	..	..	2	1	..	165	..	3	33	7,000	Free.	250,000	73
Rev. J. H. Fairchild, D. D.	9	6	3	1	..	41	21	10	10	27	2	272	..	3	36	11,000	Free.	60,000	74
Rev. S. Sprecher, D. D.	1	..	..	..	..	6	..	..	..	.....	..	.....	..	..	..	.....	150	.....	75
J. H. Good, D. D.	2	2	..	..	2	23	9	10	4	19	9	120	..	[2¾]	40	3,000	Free.	25,000	76
Rev. S. Wilson, D. D.	3	..	..	..	..	15	..	..	..	.....	..	.....	..	..	..	2,000	[5]100	50,000	77
Rt. Rev. D. A. Payne, D. D.	..	..	..	..	..	8	3	4	1	.....	5	.....	..	..	42	.....	.....	.....	78
	3	..	..	..	..	36	..	..	..	.....	..	.....	..	..	..	.....	.....	.....	79
M. W. Jacobus, D. D., LL. D.	6	4	2	12	5	82	35	26	21	76	1	1,075	18	3	34	13,000	Free.	262,244	80
Rt. Rev. Ed. de Schweinitz, S.T.D	3	3	..	1	..	25	..	..	..	14	..	215	..	6	40	5,000	200	45,000	81
J. H. A. Bomberger	..	..	..	..	..	8	6	2	..	.....	..	2	..	[2½]	40	5,000	Free.	.....	82
J. A. Brown, D. D.	7	4	3	7	..	46	10	11	25	40	..	547	..	3	36	12,000	Free.	100,000	83
Rev. E. V. Gerhart, D. D.	3	..	..	..	..	27	12	10	5	25	..	288	..	3	37	8,000	Free.	80,000	84
Rev. A. A. Livermore	7	4	3	8	..	22	6	8	8	1	..	168	..	3	40	11,000	Free.	141,000	85
James A. Corcoran, D. D.	9	9	..	4	..	[6]42	14	15	13	23	..	120	..	4	42	11,000	Free.	.....	86
I. N. Rendall, D. D.	7	4	3	7	4	7	6	1	..	2	..	16	2	3	32	3,000	26	80,000	87
D. R. Goodwin, D. D., LL. D.	5	5	..	..	4	28	13	4	11	10	..	109	1	3	35	6,000	Free.	.....	88
Rev. Chas. F. Schaeffer, D. D.	4	4	..	..	3	14	2	4	8	14	1	61	..	3	40	.....	Free.	.....	89
Rev. S. Wall	4	4	..	12	..	.....	..	..	..	.....	..	69	..	4	40	4,500	200	.....	90
H. Ziegler	3	3	..	3	1	14	5	6	3	.....	..	56	..	3	39	2,500	Free.	.....	91
H. G. Weston, D. D.	4	4	..	4	..	47	27	12	8	.....	1	33	..	3	36	6,000	.....	225,000	92
Rev. George Howe, D. D.	5	5	..	5	5	54	18	26	10	4	..	413	16	3	39	18,698	Free.	180,190	93
James P. Boyce, D. D., LL. D.	5	5	..	5	..	50	..	..	..	.....	..	204	..	[7]3	34	3,000	Free.	.....	94
Rev. B. W. McDonald, D. D., LL. D.	..	..	..	..	1	12	6	6	..	3	..	.....	..	2	40	5,000	Free.	25,000	95
John Braden, A. M.	2	1	1	..	..	17	16	1	..	.....	..	6	.....	2	30	450	Free.	.....	96
William C. Crane, D. D.	5	1	4	..	..	12	..	..	..	.....	12	.....	..	[8]1	40	.....	Free.	.....	97
Rev. D. C. Bixby	..	..	..	..	..	.....	..	..	..	.....	..	.....	..	..	..	.....	.....	.....	98
William Sparrow	4	4	..	..	..	48	..	..	..	.....	1	.....	..	3	41	10,000	Free.	220,000	99
Rev. M. O'Keefe	2	..	..	..	..	6	..	..	..	.....	..	.....	..	..	..	.....	.....	.....	100
Rev. R. L. Dabney, clerk	4	4	..	4	4	56	20	16	20	40	..	400	14	3	35	7,500	Free.	200,000	101
Rev. Charles H. Corey, A. M.	2	2	..	2	..	83	..	..	..	.....	..	.....	..	..	34	1,000	.....	.....	102
S. A. Repass	1	1	..	4	..	6	6	..	..	6	..	.....	..	3	40	500	.....	.....	103
Rev. Theodore Normann	2	..	..	..	..	6	..	..	..	.....	..	.....	..	..	..	.....	.....	.....	104
H. A. Muehlmeier	3	3	..	1	..	26	6	12	8	.....	..	20	..	3	40	1,600	Free.	550	105
Dr. Joseph Salzmann, D. D.	12	12	..	..	..	175	85	50	40	.....	..	175	3	[9]8	43	5,000	161	.....	106
A. D. Cole	4	4	..	5	1	42	12	12	18	12	..	138	..	3	42	6,000	.....	25,000	107
General O. O. Howard	8	1	7	..	1	27	12	15	..	.....	..	.....	..	3	37	.....	Free.	.....	108
Rev. G. M. P. King	3	3	..	5	..	44	18	20	6	.....	10	.....	..	3	36	400	Free.	.....	109

[4] The theological department is not yet organized. [5] To $150. [6] The years counted here are only the first and second years of philosophy and the first year of theology. [7] To five. [8] To three. [9] To nine.

TABLE XII.—*Statistics of schools of law for* 1872; *from re-*

Number.	Name.	Location.	Date of charter.	Date of organization.
1	Law school of Yale College	New Haven, Conn	1745	1826
2	Law department of University of Georgia	Athens, Ga	.....	1867
3	Law school of University of Chicago	Chicago, Ill	.....	1859
4	Law department of McKendree College	Lebanon, Ill	1835	1859
5	Law school of University of Indiana	Bloomington, Ind	1828	1842
6	Law school of Northwestern Christian University	Indianapolis, Ind	1850	1854
7	Law department of University of Notre Dame	Notre Dame, Ind	1844	1869
8	Law department of Iowa State University	Iowa City, Iowa	.....	1865
9	Law department of Iowa Wesleyan University	Mount Pleasant, Iowa	.....	1871
10	College of law of Kentucky University	Lexington, Ky	1857	1866
11	New Orleans Law School	New Orleans, La	.....	.....
12	School of law of Boston University	Boston, Mass	1869	1872
13	Law school of Harvard University	Cambridge, Mass	.....	1817
14	Law school of University of Mississippi	Oxford, Miss	.....	1854
15	Law department of Michigan University	Ann Arbor, Mich	.....	1858
16	Law college of the University of State of Missouri	Columbia, Mo	1839	1872
17	Law school of Washington University	Saint Louis, Mo	.....	1867
18	Law school of University of Albany	Albany, N. Y	1851	1851
19	Law school of St. Lawrence University (*d*)	Canton, N. Y	.....	.....
20	Law school of Hamilton College (*d*)	Clinton, N. Y	.....	.....
21	Law school of Columbia College	New York, N. Y	1858	1858
22	Law department of University of New York	do	1831	1859
23	Law school of Trinity College	Near High Point, N. C	1852	1868
24	Law school of Cincinnati College	Cincinnati, Ohio	1819	1833
25	Ohio State and Union Law College	Cleveland, Ohio	1856	1856
26	Law department of Wilberforce University	Near Xenia, Ohio	1863	1870
27	Law department of Dickinson College	Carlisle, Pa	.....	.....
28	Law department of University of Pennsylvania	Philadelphia, Pa	1850	.....
29	Law school of the Western University of Pennsylvania (*e*)	Pittsburgh, Pa	.....	1871
30	Law department of Lincoln University	West Chester, Pa	1854	1870
31	Law department of South Carolina University	Columbia, S. C	.....	1866
32	Law department of Cumberland University	Lebanon, Tenn	1845	1845
33	Law department of University of Nashville (*d*)	Nashville, Tenn	.....	.....
34	Law department of Baylor University (*f*)	Independence, Tex	1845	1845
35	Law department of University of Virginia	Charlottesville, Va	1819	1824
36	Law department of Washington and Lee University (*g*)	Lexington, Va	1871	1871
37	Law school of Richmond College	Richmond, Va	.....	1870
38	Law department of University of Wisconsin	Madison, Wis	1868	1868
39	Law school of Georgetown College	Georgetown, D. C	1815	1870
40	Columbian College Law School	Washington, D. C	1821	1864
41	Law department of Howard University	do	1867	1869
42	Law school of National University	do	1870	1870

(*a*) Seven lecturers.
(*b*) Resident Bachelors of Laws.
(*c*) $150 first year; $100 second year; $50 third year.
(*d*) Suspended.
(*e*) Session not commenced. Faculty elected.

plies to inquiries by the United States Bureau of Education.

President or dean.	Professors.			Students.					Number of alumni.	Number of years in course.	Number of weeks in scholastic year.	Number of volumes in library.	Annual cost of tuition.	Number.
	Total number.	Number of resident professors.	Number of non-resident professors.	Total number.	Number in first year.	Number in second year.	Number in third year.	Number of present students who have received an academic or other degree.						
Prof. Wm. C. Robinson	4	4	7	36	23	13	...	10	.....	2	37	2–3,000	$90	1
A. A. Lipscomb, D. D	*k*3	....	....	15	....	....	....	....	.....	....	.....	731	.....	2
Hon. Henry Booth, LL. D., dean	4	....	...	28	....	....	....	....	.....	2	.....	.....	75	3
Robert Allyn	2	1	1	....	....	....	....	....	.....	2	39	650	21	4
Cyrus Nutt	2	2	....	51	25	26	...	10	289	2	25	2,000	Free	5
W. F. Black	3	3	....	15	8	7	...	.....	40	2	20	.....	25	6
Rev. A. Lemonier, S. S. C	5	3	2	5	5	....	...	4	10	2	40	400	300	7
George Thatcher, president	4	1	3	67	....	....	...	15	138	1	38	2,000	50	8
John Wheeler, D. D	4	....	....	....	....	....	....	.....	15	1	37	.....	45	9
Hon. M. C. Johnson	3	3	....	26	....	....	...	.....	.....	2	20	5,000	60	10
.....	....	....	....	....	....	....	....	....	.....	....	.....	.....	.....	11
Hon. George S. Hilliard, LL. D	14	13	1	61	61	....	...	30	.....	3	36	1,000	50	12
Charles W. Eliot, LL. D	*a*10	3	7	112	71	36	*b*5	62	1,764	2	37	.....	(*c*)	13
John N. Waddel, D. D	1	1	...	10	7	3	...	.....	102	2	36	1,000	50	14
Hon. T. M. Cooley, dean	4	1	3	348	....	....	...	61	1,172	2	24	.....	10	15
Hon. Philemon Bliss	7	3	4	29	21	8	...	10	.....	2	27	1,000	40	16
G. M. Stewart, dean	8	8	2	60	....	....	...	.....	47	2	24	.....	{ 60/ 80 }	17
Prof. Isaac Edwards	5	5	....	95	60	35	...	.....	1,223	2	38	1,500	130	18
.....	....	....	....	....	....	....	....	....	.....	....	.....	.....	.....	19
.....	....	....	....	....	....	....	....	....	.....	....	.....	.....	.....	20
F. A. P. Barnard, D. D., LL. D	4	3	1	291	124	167	...	124	791	2	32	4,000	100	21
Judge H. E. Davies, LL. D	5	5	....	21	....	....	....	.....	217	2	36	2,000	100	22
Rev. B. Craven, D. D	1	1	....	30	22	8	...	.....	10	2	42	.....	30	23
George Hoadley	4	4	....	63	46	17	...	.....	1,154	2	26	.....	.....	24
John Crowell, LL. D	3	3	....	....	....	....	....	.....	431	2	.....	5,000	90	25
Rt. Rev. D. A. Payne, D. D	6	2	4	5	....	4	1	.....	.....	4	42	50	.....	26
Hon. J. H. Graham, LL. D	....	....	....	....	....	....	....	.....	.....	2	.....	.....	50	27
E. Spencer Miller, A. M	*k*3	....	....	62	....	....	...	.....	.....	2	32	.....	60	28
Geo. Woods, LL. D., chancellor	....	....	....	....	....	....	....	.....	.....	....	.....	.....	.....	29
Hon. Joseph J. Lewis	6	5	1	4	4	....	...	4	.....	2	36	250	50	30
Hon. R. W. Barnwell, LL. D	1	1	....	....	....	....	....	.....	.....	2	40	.....	50	31
Rev. B. W. McDonald, D. D., LL. D.	2	2	....	92	....	....	...	.....	700	1	40	2,000	120	32
.....	....	....	....	....	....	....	....	....	.....	....	.....	.....	.....	33
Wm. Carey Crane, D. D	4	2	2	24	15	9	...	.....	38	2	32	300	100	34
Charles S. Venable, LL. D	2	2	....	85	....	....	...	.....	.....	2	36	.....	80	35
Gen. G. W. C. Lee	....	....	....	....	....	....	....	.....	.....	....	.....	.....	.....	36
B. Puryear, A. M., dean	2	2	....	....	....	....	....	.....	.....	....	36	.....	80	37
Hon. P. L. Spooner, dean	7	7	....	23	....	....	...	10	.....	1	38	400	30	38
Rev. John Early, S. J	4	4	....	57	32	25	...	.....	10	2	35	.....	80	39
James C. Welling, LL. D	5	3	2	96	50	46	...	.....	581	2	36	500	80	40
John M. Langston, A. M	3	1	2	67	37	30	...	2	27	2	.....	400	40	41
W. B. Wedgewood, LL. D (*h*)	6	3	3	98	35	39	24	30	31	2	36	.....	.....	42

(*f*) Suspended for the present.
(*g*) Law department comprehended in the general organization.
(*h*) Vice-chancellor.
(*k*) For the year 1871.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for 1872; from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Total number of professors.	No. of resident professors.	No. of non-resident professors.	No. of other instructors.	Students.					Total number of alumni.	No. of years in course.	No. of weeks in scholastic year.	No. of volumes in library.	Matriculation fee.	Graduation fee.	Amount of annual tuition.
										Total number.	No. in first year.	No. in second year.	No. in third year.	No. of present students who have received an academic or other degree.							
	I. MEDICAL AND SURGICAL.																				
	1. *Regular.*																				
1	Medical College of Alabama	Mobile, Ala	1860	1860	Wm. H. Anderson, M. D	8	8	....	2	....	....	....	....	....	150	2	25	500	$25	$30	Free.
2	Toland Medical College	San Francisco, Cal	1864	1864	R. Beverly Cole, M. D., dean	10	9	1	....	....	....	....	....	....	53	..	24	.....	5	40	$150
3	Medical College of the Pacific, (University of Pacific.)	.....do	....	1858	Henry Gibbons, jr., M. D., dean	10	9	1	2	28	15	11	2	1	54	2	21	.....	5	40	140
4	Medical department of Yale College	New Haven, Conn	1745	1813	C. A. Lindsley, M. D., dean	8	8	1	1	26	....	....	....	5	.....	2	33	.....	5	25	100
5	Atlanta Medical College	Atlanta, Ga	1854	1855	J. G. Westmoreland, M. D., dean.	9	7	2	5	....	....	....	....	....	462	2	16	200	5	25	50
6	Medical College of Georgia	Augusta, Ga	1831	1832	L. A. Dugas, M. D., LL.D., dean	8	8	....	2	....	....	....	....	....	1,188	..	....	5,000	5	30	105
7	Savannah Medical College	Savannah, Ga	1838	1852	W. Duncan, M. D., dean	....	12	....	2	....	36	....	....	....	121	1	17	3,000	5	30	105
8	Chicago Medical College, (medical dep't of Northwestern Univ.)	Chicago, Ill	....	1859	N. S. Davis, A. M., M. D., dean	18	18	....	....	101	47	15	39	....	353	3	39	.....	5	20	50
9	Rush Medical College	.....do	1843	1843	J. W. Freer, M. D	10	10	....	6	....	....	....	....	....	1,445	..	20	.....	5	25	70
10	Woman's Hospital Medical College	.....do	....	1870	W. H. Byford, M. D	16	16	....	5	64	17	22	25	....	3	2	20	.....	5	20	50
11	Indiana Medical College, (medical department of State University.)	Indianapolis, Ind	1869	1869	W. B. Fletcher, M. D	11	11	....	....	96	70	26	....	....	76	2	22	.....	10	30	Free.
12	Medical dep't Iowa State Univ	Iowa City, Iowa	....	1870	W. F. Peck, M. D., dean	10	2	8	2	65	....	....	....	....	19	2	13	.....	5	25	20
13	College of Physicians and Surgeons	Keokuk, Iowa	1849	1849	I. C. Hughes, M. D	9	6	3	1	105	....	70	35	50	700	3	16	.....	5	30	30
14	Louisville Medical College	Louisville, Ky	1869	1869	E. S. Gaillard, M. D., dean	10	10	....	....	354	50	100	204	....	350	..	21	.....	5	30	120
15	Medical dep't Univ. of Louisville	.....do	1837	1837	J. M. Bodine, M. D	9	9	....	8	....	....	....	....	....	2,129	2	21	4,000	5	30	65
16	Medical department of University of Louisiana.	New Orleans, La	1835	1834	T. G. Richardson, M. D., dean	7	7	....	6	....	....	....	....	....	1,520	1	16	1,500	5	30	140
17	Medical School of Maine, (medical department Bowdoin College.)	Brunswick, Me	1820	1820	C. F. Brackett, M. D., dean	10	3	7	....	70	37	23	10	12	1,080	3	20	4,000	5	20	75
18	Medical dep't Univ. of Maryland	Baltimore, Md	....	1807	J. J. Chisolm, M. D., dean	9	9	....	....	....	....	....	....	....	3,000–4,000	2	20	.....	5	20	126
19	Medical dep't Washington Univ	.....do	1833	1833	C. W. Chancellor, M. D	11	8	3	....	192	135	57	....	....	350	2	20	.....	5	20	65

20	Medical school of Harvard Univ..	Boston, Mass	....	1782	Calvin Ellis, M. D., dean	27	10	....	a17	b162	41	31	16	50	2,059	3	37	2,000	5	30	200
21	New England Female Medical Coll	.....do	1856	1848	W. H. Campbell, M. D., dean	5	1	4	1	25	10	5	10	....	93	3	17	300	5	30	75
22	Medical dep't Michigan University.	Ann Arbor, Mich..	....	....	Abram Sager, M. D., dean	7	7	....	....	350	....	....	....	14	1,058	2	26	.....	10	.....	c10
23	Detroit Medical College	Detroit, Mich	1868	....	E. W. Jenks, M. D	10	10	....	3	....	....	....	....	....	116	3	24	.....	5	25	50
24	Medical College of the University of the State of Missouri.	Columbia, Mo	1839	1872		6	6	....	....	....	....	....	....	....	.....	2	40	.....	.....	.....	40
25	Kansas City College of Physicians and Surgeons.	Kansas City, Mo	1869	1869	S. S. Todd, M. D	11	10	1	3	....	....	....	....	....	16	1	....	26	5	20	115
26	Medical College of Kansas City	.....do	....	....		....	....	....	....	....	....	....	....	....	.....	....	....	.....	.....	.....	.....
27	Missouri Medical College	Saint Louis, Mo	1840	1840	John S. Moore, M. D	9	9	....	1	....	....	....	....	10	1,200	3	20	.....	5	20	120
28	Saint Louis Medical College	.....do	1855	1841	J. T. Hodgen, M. D	9	9	....	5	193	130	63	....	....	1,116	2	20	2,000	5	20	105
29	Dartmouth Medical College	Hanover, N. H	....	1797	A. D. Smith, D. D., LL. D	10	3	7	3	51	24	18	9	10	1,186	3	12	1,100	5	25	77
30	Albany Medical College	Albany, N. Y	1839	1839	Jas. McNaughton, M. D	12	8	4	2	92	....	....	....	....	1,176	3	16	4,586	5	25	100
31	Long Island College Hospital	Brooklyn, N. Y	1859	1860	S. G. Armor, M. D., dean	8	4	4	5	....	15	....	....	....	387	3	36	.....	5	25	140
32	Medical dep't University of Buffalo.	Buffalo, N. Y	1846	1846	Julius F. Miner, M. D., dean	15	10	5	1	98	52	32	14	4	638	3	20	500	5	25	75
33	Bellevue Hospital, Medical College	New York City, N. Y.	1861	1861	A. Flint, jr., M. D., secretary	13	13	....	3	407	....	....	....	130	1,204	3	37	.....	5	30	185
34	College of Physicians and Surgeons.	.....do	1807	1807	Edward Delafield, M. D	20	20	....	14	332	....	....	....	124	.....	2	23	1,200	5	30	140
35	Free Medical College for Women..	.....do	1871	1871	Fred. R. Marvin, M. D., dean	21	....	21	....	42	....	....	....	....	.....	2	32	.....	Free.	Free.	Free.
36	Medical department University of New York.	.....do	....	1841	H. Crosby, D. D., LL. D., chancellor.	9	9	....	17	250	....	....	....	....	3,017	3	....	.....	5	30	140
37	Women's Medical College of the New York Infirmary.	.....do	1868	1868	Emily Blackwell, M. D., secretary of faculty.	12	....	12	2	26	12	8	6	....	16	3	36	.....	5	30	115
38	College of Physicians and Surgeons of Syracuse University.	Syracuse, N. Y	1870	1872	Frederick Hyde, M. D	16	11	5	....	24	....	....	....	1	.....	3	38	850	5	20	100
39	College of Physicians and Surgeons	Wilmington, N. C.	1871	1871	J. Francis King, president	8	6	2	....	....	....	....	....	....	.....	3	21	.....	5	30	120
40	Medical College of Ohio	Cincinnati, Ohio	1819	1819	James Graham, M. D., dean	9	9	....	3	230	....	....	....	....	2,600	3	26	5,000	5	25	40
41	Cincinnati College of Medicine and Surgery,	.....do	1851	1851	D. D. Bramble, M. D., dean	11	8	3	2	....	....	....	....	....	1,100	3	40	.....	5	25	50
42	Miami Medical College	.....do	1852	1852	J. A. Murphy, M. D	10	10	....	1	140	....	....	....	....	398	3	20	.....	5	25	40
43	Cleveland Medical College	Cleveland, Ohio	1843	1843	J. L. Cassels, M. D., LL.D., dean.	10	10	....	....	....	....	....	....	....	1,211	..	20	6,000	35	30	.....
44	Medical dep't Univ. of Wooster	.....do	1868	1870	G. C. E. Weber, dean	16	16	....	....	....	....	....	....	....	54	2	20	.....	d80	.....	.....
45	Starling Medical Coll. and Hospital.	Columbus, Ohio	1848	1847	F. Carter, M. D., dean	11	9	2	3	....	....	....	....	....	1,000	3	18	.....	20	30	.....
46	Medical dep't Willamette Univ	Salem, Oregon	1853	1866	H. Carpenter, M. D., dean	8	8	....	....	14	8	6	....	2	40	2	20	.....	5	30	110
47	Medical dep't of Lincoln University.	Oxford, Pa	1854	1870	E. C. Hinc, M. D., dean	6	....	6	....	6	1	4	1	5	.....	3	36	3,000	5	25	140
48	Jefferson Medical College	Philadelphia, Pa	1826	1826	B. H. Rand, M. D., dean	7	7	9	....	401	155	140	106	50	6,052	3	37	.....	5	30	140
49	Medical dept. Univ. of Pa	.....do	1749	1765	R. E. Rogers, M. D., dean	20	7	13	....	338	149	118	71	....	9,000	2	20	.....	5	30	140
50	Woman's Medical College of Pa	.....do	1850	1850	Emeline H. Cleveland, M. D..	8	8	....	4	....	....	....	....	....	151	3	22	.....	5	30	100
51	Medical College of the State of South Carolina.	Charleston, S. C	1832	....	Geo. E. Trescot, M. D., dean	10	10	....	....	50	....	....	....	....	.....	2	20	.....	10	30	.....
52	School of Medicine of University of South Carolina.	Columbia, S. C	....	1866	Hon. R. W. Barnwell, LL. D..	4	4	....	....	....	....	....	....	....	.....	2	40	.....	5	15	50
53	Department Medicine and Surgery, University of Nashville.	Nashville, Tenn	1785	1856	Dr. J. B. Lindsley	10	10	....	....	240	....	....	....	....	1,465	2	20	.....	5	30	50
54	Medical dep't Cumberland Univ	Memphis, Tenn	1872	1872	Alexander Erskine, M. D	10	10	....	....	....	....	....	....	....	.....	2	30	1,000	5	30	60
55	Galveston Medical College	Galveston, Texas	....	1864	Greensville Dowell, M. D., dean	6	....	....	....	....	....	....	....	....	72	..	....	.....	5	25	120
56	Medical dep't Vermont University.	Burlington, Vt	1783	1817	Peter Collier, M. D., dean	7	2	5	2	130	65	65	....	5	504	2	16	.....	5	25	70
57	Medical dep't of Univ. of Virginia	Charlottesville, Va	1819	1819	C. S. Venable, LL. D	4	4	....	2	50	....	....	....	....	.....	1	36	.....	30	15	110
58	Medical College of Virginia	Richmond, Va	....	....		....	....	....	....	....	....	....	....	....	.....	....	....	.....	.....	.....	.....
59	Medical dep't Georgetown College.	Washington, D. C	1815	1851	Johnson Eliot, M. D., dean	10	10	....	....	41	....	....	....	....	320	3	22	.....	5	30	135

a Includes 5 assistant professors and 5 assistant lecturers.
b Includes 74 unclassified.
c Ten dollars for residents of Michigan; $20 for others.
d Includes graduation fee.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Total number of professors.	No. of resident professors.	No. of non-resident professors.	No. of other instructors.	Students.				No. of present students who have received an academic or other degree.	Total number of alumni.	No. of years in course.	No. of weeks in scholastic year.	No. of volumes in library.	Matriculation fee.	Graduation fee.	Amount of annual tuition.
										Total number.	No. in first year.	No. in second year.	No. in third year.								
60	Medical dep't Howard Uniersity	Washington, D. C	1867	1867	G. S. Palmer, M. D., dean	7	6	1	3	41	17	14	10	20	14	3	21	.....	$5	$30	$100
61	National Medical College, medical dep't of Columbian College.	....do	1821	....	John C. Riley, M. D	12	12	....	....	53	26	27	....	....	382	2	22	.....	5?	30	135
	2. *Eclectic.*																				
1	Bennett College of Eclectic Medicine and Surgery.	Chicago, Ill	1869	1868	Milton Jay, M. D.. dean	10	10	....	....	75	40	35	....	33	75	2	36	5,000	5?	25	100
2	Eclectic Medical College	New York City, N. Y.	1865	1865	R. S. Newton, M. D	9	7	2	....	75	35	21	19	....	147	3	18	.....	5?	30	100
3	Eclectic Medical Institute	Cincinnati, Ohio	1845	1843	John M. Scudder, M. D	6	6	....	1	109	....	....	....	....	1,662	3	16	.....	5?	25	70
	4. *Homeopathic.*																				
1	Hahnemann Medical College	Chicago, Ill	....	1859	A. E. Small, M. D	16	....	....	....	113	....	....	....	....	....	....	....	.....	.....	30	.....
2	Homeopathic Medical College	Saint Louis, Mo	1857	1859	E. C. Franklin, M. D., dean	10	10	....	3	109	31	37	41	5	100	3	22	.....	30	30	65
3	Homeopathic Medical College	New York, N. Y	1859	1859	J. Dowling, M. D., act'g dean.	16	15	1	5	98	....	....	....	12	350	3	22	300	5?	30	100
4	New York Medical College for Women.	....do	1863	1863	Mrs. C. S. Lozier, M. D	12	1	11	....	32	17	10	5	....	65	3	26	300	5?	.....	70
5	Homeopathic Hospital College	Cleveland, Ohio	1849	1849	N. Schneider, dean	9	....	9	2	90	35	25	30	10	690	3	20	500	.....	.....	.....
6	Hahnemann Medical College	Philadelphia, Pa	1848	1848	Henry N. Guernsey, M. D., dean.	9	9	....	10	143	15	56	72	25	855	3	18	2,500	5?	30	100
	II.—DENTAL.																				
1	Baltimore College of Dental Surg'ry	Baltimore, Md	1839	1840	F. J. S. Gorgas, M. D	7	7	....	3	50	30	20	....	13	682	2	20	.....	5?	30	120
2	Boston Dental College	Boston, Mass	1867	1867	G. B. Harriman, A. M., D. D. S., M. D., dean.	9	7	2	4	....	....	....	....	....	40	3	16–18	.....	5?	30	100
3	Dental School of Harvard Univer'y	....do	....	....	Dr. T. B. Hitchcock, dean	9	....	....	5	26	....	....	....	....	.....	2	35	.....	.....	.....	.....
4	Missouri Dental College	Saint Louis, Mo	1865	1865	H. Judd, M. D., D. D. S., dean.	8	8	....	3	....	....	....	....	....	43	2	22	57	5?	30	100
5	New York College of Dentistry	New York, N. Y	1865	1865	F. Abbott, M. D., dean	5?	5	....	14	35	23	9	2	....	58	2	20	.....	5?	.....	150

6	Ohio College of Dental Surgery	Cincinnati, Ohio	1844	1845	J. Taft, D. D. S., dean	9	6	3	9	74	25	21	28	20	240	2	20	50	5	30	105
7	Pennsylvania College of Dental Surgery.	Philadelphia, Pa	1856	1856	E. Wildman, D. D. S., dean	6	6		4	63	34	29			457	2	17		5	30	100
8	Philadelphia Dental College	do	1863	1863	J. H. McQuillen, M. D., D. D. S.	7	7		14						222	2	24		5	30	100
9	New Orleans Dental College	New Orleans, La	1867	1867	James S. Knapp, D. D. S., dean	7	6	1	6	27	20	5	2	3	34	2	17		5	30	100
	III.—PHARMACEUTICAL.																				
1	Chicago College of Pharmacy	Chicago, Ill	1859		George Buck	4	4			33	30	3				2	21	1,000	2	5	36
2	Department of pharmacy, Iowa Wesleyan University.	Mt. Pleasant, Iowa	1855	1871	John Wheeler, D. D., presid't.	3	3								1	1	40		35	5	5
3	Louisville College of Pharmacy	Louisville, Ky	1871	1870	C. Lewis Diehl	3	3			43	25	18				2	20	100	5	10	30
4	Maryland College of Pharmacy	Baltimore, Md	1841	1840	J. B. Baxley	4	3	1		51				2	107	*2	22	150	4	10	36 & 51
5	Massachusetts College of Pharmacy	Boston, Mass																			
6	School of pharmacy, University of Michigan.	Ann Arbor, Mich	1837	1868	A. B. Prescott, prof. of phar	3	3		3	49	32	17		4	78	2	36		†10		10
7	Mississippi College of Pharmacy	Jackson, Miss																			
8	Saint Louis College of Pharmacy	Saint Louis, Mo	1866	1866	W. H. Crawford, president	3	3										20		5	5	30
9	College of Pharmacy of the City of New York.	New York, N. Y	1831	1829	William Hegeman	3	3		3	133	95	38		3	98	2	22	436	2	5	30
10	College of pharmacy of Baldwin University.	Berea, Ohio	1864	1864	W. D. Godman, D. D	4	3	1		5	5				40	1	16		45	5	50
11	Cincinnati College of Pharmacy	Cincinnati, Ohio	1850	1871	Edward S. Wayne	3	3			80	32	48				2	22		5	10	30
12	Philadelphia College of Pharmacy	Philadelphia, Pa	1822	1821	Dillwyn Parrish	3	3		1	239	143	80	16		822	2	21	1,500	4	10	36
13	National College of Pharmacy	Washington, D. C	1870	1873	W. S. Thompson	3	2	1		17						2	22		5	15	25

* Two years lectures.

† Ten dollars for residents of Michigan; $25 for others.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education.*

[------ signifies no answer; 0 signifies no or none.]

Number.	Name.	Location.	When founded.	By whom founded.	With what educational institution connected.	Permanent fund.		Annual receipts from taxation or appropriation.	
						Amount.	Annual income.	Amount.	Source.
	1	2	3	4	5	6	7	8	9
1	Little Rock Mercantile Library	Little Rock, Ark	1867	Citizens of Little Rock	None				
2	Odd-Fellows' Library	Petaluma City, Cal	1866		None	0		$6,600	State appropriation.
3	California State Library	Sacramento, Cal	1850	Legislature of California	None	0	0	0	0
4	Mechanics' Institute Library	San Francisco, Cal	1855	Mechanics of San Francisco	None		$5,500	0	0
5	Mercantile Library	------do	1853	Mercantile Lib. Associat'n	None		0	0	0
6	Odd-Fellows' Library	------do	1854	Odd-Fellows	None	$2,000			
7	Woodward's Gardens Library	------do	1868	R. B. Woodward	Woodward's Gardens				
8	Young Men's Christian Association	------do	1853	Representatives of various denominations.	None	0	0		
9	Sacramento Library Association	Sacramento, Cal	1857	Sacramento citizens	None				
10	Douglas Library	Canaan, Conn	1826	William Douglas	None	1,300	78		
11	Danbury Library	Danbury, Conn	1871	William Augustus White.	None	10,000	1,000	0	0
12	Theological Institute Library	Hartford, Conn	1834	Various donors	Theological Institute of Connecticut.	4,000	300		
13	Trinity College Library	------do	1823	Trustees of (then) Washington College.	Trinity College	27,000	1,620		
14	Watkinson Library of Reference	------do	1858	David Watkinson	None	130,000	8,000	0	0
15	Bill Library	Ledyard, Conn	1867	Henry Bill	None	1,442	0	0	0
16	Library of Wesleyan University	Middletown, Conn	1831	Trustees of University	Wesleyan University.	27,600	2,100		
17	New Britain Institute	New Britain, Conn	1854		None	0	0	500	Town appropriation.
18	Library of American Oriental Society	New Haven, Conn	1843	Oriental Society	None	0	0		
19	Otis Library	Norwich, Conn	1849	Joseph Otis	None	8,000	700	0	0
20	Silas Bronson Library	Waterbury, Conn	1867	Silas Bronson	None	200,000	13,000	0	0
21	Wilmington Institute	Wilmington, Del	1787	Inhabitants of borough	None			0	0
22	Georgia State Library	Atlanta, Ga		State of Georgia	None			1,000	State appropriation.
23	Alton Public Library	Alton, Ill	1858	People of Alton	None	0			
24	Belleville Sængerbund and Lib. Society's Library.	Belleville, Ill	1836	A number of Germans	None	0	0	0	0
25	Illinois Industrial University Library	Champaign, Ill	1868	Legislature of Illinois	Illinois Indust'l Univ			2,500	State appropriation.
26	Free Library of Chicago	Chicago, Ill	1872	City of Chicago	None				

27	Library of the Presbyterian Theological Seminary of the Northwest.	....do	1859	H. K. Corning	Presb. Theological Sem. of the Northwest.	2,500	200	0	0
28	Young Men's Christian Association Library.	....do	1867	Young Men's Christian Association.					
29	Mercantile Library	Peoria, Ill	1855	Citizens of Peoria	None	20,000	1,200	0	0
30	Quincy Library	Quincy, Ill	1841	Citizens of Quincy	None	0	0	0	0
31	Wabash College Library	Crawfordsville, Ind	1833		Wabash College				
32	Whitcomb College and Circulating Library.	Greencastle, Ind	1837 & 1851	Trustees of Asbury University and Governor James Whitcomb.	Indiana Asbury University.	175,000	17,500		
33	Indiana State Library	Indianapolis, Ind		State of Indiana				400	State appropriation.
34	Madison Library Association	Madison, Ind	1854	Citizens of Madison	None				
35	Library of Notre Dame	Notre Dame, Ind	1843	Very Rev. E. Soim	University of Notre Dame.	0			
36	The Public Library of Burlington	Burlington, Iowa	1868	Hon. James W. Grimes	None	0	0	0	0
37	Iowa State Library	Des Moines, Iowa	1839	By State	None	0	0	2,800	State appropriation.
38	Jefferson County Library Associat'n.	Fairfield, Iowa	1853			800	80		
39	State Historical Society of Iowa	Iowa City, Iowa	1857	State Historical Society	State University			500	State appropriation.
40	Keokuk Library Association	Keokuk, Iowa	1863	Library Association	None	0	0	0	0
41	Kansas State Library	Topeka, Kans	1856	Congress United States	None	0	0	200	State appropriation.
42	Kentucky State Library	Frankfort, Ky	1820	State	None	0	0	600	Do.
43	Louisville Law Library	Louisville, Ky	1850	Bar of Louisville	Louisville Law School.	0	0		
44	Louisville Library Association	....do	1871	Association of citizens	None	0	0	0	0
45	Fisk Free Library of the New Orleans Mechanics' Society.	New Orleans, La	1847	Alvarez Fisk	New Orleans Mechanics' Society.			0	0
46	New Orleans Y. M. C. A	....do	1871	Y. M. C. A	None	0	0	0	0
47	Maine State Library	Augusta, Me	1832	State	None			900	State appropriation.
48	Bangor Library Association	Bangor, Me	1843	Merchants	None	0	0	0	0
49	Bangor Mechanics' Association Library.	....do	1828	Mechanic Association		8,000	480		
50	Bowdoin College Library	Brunswick, Me	1802	State of Massachusetts		0		0	0
51	Bucksport Social Library	Bucksport, Me	1805	Association of gentlemen	None	0	0		
52	Gardiner Public Library	Gardiner, Me	1843	Gardiner Mechanics' Association.	None	0	0	500	Municipal appropriation.
53	Hallowell Social Library	Hallowell, Me	1846	Forty citizens	None	1,500	105	0	0
54	Mechanics' Library	Portland, Me	1820	Mechanics' Association	None	0	0	0	0
55	Saco Athenæum	Saco, Me	1844	Nine citizens	None	0	0	0	0
56	Skowhegan Library Association	Skowhegan, Me	1867		None	0	0	0	0
57	Maryland State Library	Annapolis, Md	1827	State	None	0	0	2,500	State appropriation.
58	The Library Company of the Baltimore Bar.	Baltimore, Md	1841	Members of bar	None	0	0	0	0
59	Maryland Institute Library	....do	1847	J. Vansant, W. P. Smith and others.	Maryland Institute for promotion of mechanic arts.	0	0	3,500	State appropriation.
60	Mercantile Library Association	....do	1839	Clerks	None	0	0	0	0
61	Odd Fellows' Library	....do	1840	Odd Fellows	None	0	0		
62	Peabody Institute	....do	1857	George Peabody	None		18,000	0	0
63	Amherst College Library	Amherst, Mass	1821	Friends of the College	Amherst College	20,000	1,200		
64	Library of Andover Theological Seminary.	Andover, Mass	1807	Andover Theological Seminary.	Andover Theological Seminary.				
65	Beverly Public Library	Beverly, Mass	1855	Citizens of town	None	0	0	1,000	Town appropriation.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	When founded.	By whom founded.	With what educational institution connected.	Permanent fund.		Annual receipts from taxation or appropriation.	
						Amount.	Annual income.	Amount.	Source.
	1	2	3	4	5	6	7	8	9
65½	American Academy of Arts and Sciences.	Boston, Mass	1780			$65,000	$11,000		
66	Boston Public Library	do	1852	Boston City	None	100,000	6,720	$93,000	Municipal appropriation.
67	Boston Young Men's Christian Union	do	1852						
68	Congregational Library	do	1853	Congregationalists					
69	Library of the Boston Athenæum	do	1807	Nineteen members of the Anthology Club.		228,632	20,423	0	0
70	Library of the New England Historical Genealogical Society.	do	1845	Said Society	None	10,000	700	0	0
71	Library of the Y. M. C. A	do				0	0		
72	Mechanic Apprentices' Library	do	1820	William Wood		1,000			
73	Roxbury Athenæum	do	1848			5,000			
74	Social Law Library	do	1804	Members of Suffolk bar				1,000	County appropriation.
75	State Library	do	1826	Legislature	None	0	0	7,300	State tax and approp'n.
76	Treadwell Library, Massachusetts General Hospital.	do	1857	John W. Treadwell, M. D.	Massachusetts Gener'l Hospital.	5,000	400	0	0
77	Merrick Public Library	Brookfield, Mass	1865	Judge Merrick	None	10,000	600		
78	Dana Library	Cambridge, Mass	1850	Edm. T. Dana	None	0	0	2,000	Municipal appropriation.
79	Harvard University Library	do	1635	John Harvard and others	Harvard University			0	0
80	Charlestown Public Library	Charlestown, Mass	1860	City council	None	0	0	4,750	Municipal appropriation.
81	Peabody Library, (branch)	Danvers, Mass	1857	George Peabody		50,000	3,000		
82	Peabody Library	Georgetown, Mass	1869	do		11,000		0	0
83	Sawyer Free Library	Gloucester, Mass	1854	Gloucester Lyceum	None				
84	Groton Public Library	Groton, Mass	1851	Town		0	0	200	Town appropriation.
85	Harvard Public Library	Harvard, Mass	1808		None	0	0	100	Do.
86	Morse & Son's Circulating Library	Haverhill, Mass	1869	Morse & Sons					
87	Public Library Association	Hinsdale, Mass	1866	Mrs. M. P. Twining	None	0	0	83	County appropriation.
88	Lancaster Town Library	Lancaster, Mass	1862	Lancaster Literary Club	None	5,000	300	1,000	Town appropriation.
89	Lawrence Free Public Library	Lawrence, Mass	1872	City and Franklin Library Association.	None		1,000	1,300	Municipal taxation.
90	Middlesex Mechanics' Association	Lowell, Mass	1825	Several mechanics	None				0
91	Lynn Free Public Library	Lynn, Mass	1862	City of Lynn		10,000	700	5,000	Municipal appropriation.

92	Millbury Town Library	Millbury, Mass	1865	Society of Social Friends	None	0	0	450	Town appropriation.
93	Natick Town Library	Natick, Mass	1857	Town of Natick	None	0	0	625	Town tax and approp'n.
94	New Bedford Free Public Library	New Bedford, Mass	1853	City council	None	52,600	3,156	3,000	City appropriation,
95	Newburyport Public Library	Newburyport, Mass.	1854	Hon. Josiah Little		20,000	1,200	1,250	Municipal appropriation.
96	Newton Athenæum	Newton, Mass	1850	Citizens	None	1,900	150	0	0
97	Northampton Public Library	Northampton, Mass	1860			42,000	3,000	1,200	Town appropriation.
98	Northborough Free Library	Northborough, Mass	1868	Town	None	1,125	79	396	Town tax and approp'n.
99	North Bridgewater Public Library	North Bridgewater, Mass.	1867	do	None	0	0	1,000	Town taxation.
100	Appleton Library	N'th Brookfield, Mass	1859	Hon. William Appleton		3,000	230	0	0
101	Oxford Free Public Library	Oxford, Mass	1870	Hon. Ira M. Barton and town.	None	0	0	200	Town appropriation.
102	Peabody Institute Library	Peabody, Mass	1853	George Peabody		105,000	6,000		
103	Phillips Free Public Library	Phillipston, Mass	1862	Jonathan Phillips		5,000	300		
104	Berkshire Athenæum	Pittsfield, Mass	1850		None			400	Town appropriation.
105	Public Library	Quincy, Mass	1871	Town	None			4,541	Town appropriation.
106	Essex Institute	Salem, Mass	1848	Two societies	None	10,300	650	0	0
107	Peabody Academy of Sciences	do	1868	George Peabody				0	0
108	Arms Library	Shelburne Falls, Mass	1854	Ira Arms	None	5,000	430	0	0
109	City Library Association	Springfield, Mass	1857	Association of gentlemen	None	6,000	300	5,000	Municipal appropriation.
110	Jackson Library	Stockbridge, Mass	1863	Nathan Jackson	None	1,200	88	400	Town appropriation.
111	Swampscott Town Library	Swampscott, Mass	1868					425	Do.
112	Goodenow Library	South Sudbury, Mass	1862	John Goodenow	None	20,000	1,200	0	0
113	Taunton Public Library	Taunton, Mass	1866	Union of 3 subscription libraries.	None	1,000	70	3,300	Municipal appropriation.
114	Waltham Public Library	Waltham, Mass	1865	Town	None	0	0	2,495	Town appropriation.
115	Wayland Free Public Library	Wayland, Mass	1848	Francis Wayland, D. D.	None	500	30	83	Town tax and approp'n.
116	Westfield Athenæum	Westfield, Mass	1864	Citizens	None	10,000	660	0	0
117	Town Library	Westford, Mass	1797	Towns people	None	0	0	150	Town appropriation.
118	Weston Town Library	Weston, Mass	1857	Citizens	None	1,400	84	167	Do.
119	West Roxbury Free Library	West Roxbury, Mass	1823	Ladies	None	0	0	0	0
120	Williams College Library	Williamstown, Mass	1790	Colonel Ephraim Williams	Williams College	12,000	850	0	0
121	Winchendon Public Library	Winchendon, Mass	1867	Town	None	0	0	200	Town appropriation.
122	Winchester Library	Winchester, Mass	1860		None	0	0	558	Do.
123	Woburn Town Library	Woburn, Mass	1856	Hon. J. B. Winn	None	500	30	1,050	Town and Co. approp'n.
124	Free Public Library	Worcester, Mass	1859	City	None	43,792	3,308	9,900	Municipal and Co. appr'n.
125	Worcester Dis. Med. Society Library	do	1798	Dr. Elijah Dix		7,894	695		
126	Worcester Co. Mechanics Library	do	1842	Mechanics' Association	None	0	0		
127	Worcester Co. Hortic'l Soc. Library	do	1840	Society	None	0	0	0	0
128	Albion College Library	Albion City, Mich	1843	Wesleyan Seminary	Albion College	0	0	0	0
129	University of Michigan Library	Ann Arbor, Mich	1841	University	University of Michigan	0		5,000	Municipal appropriation.
130	Detroit Mechanics Society	Detroit, Mich	1842	Mechanics' Society	None				
131	Public Library of City of Detroit	do		Legislature	Public School System	0	0	1,450	Town appropriation.
132	Detroit Young Men's Society Library	do	1833	Five citizens	None	15,000	1,200		
133	Ladies' Library Association	Kalamazoo, Mich	1852	Ten ladies	None				
134	Young Men's Library Association	do	1858	Citizens of Kalamazoo	None	0	0		
135	Minnesota Historical Society	Saint Paul, Mich	1849	Citizens of Minnesota	None	0	0	2,500	State appropriation.
136	Saint Paul Library	do	1863		None	0	0		
137	Mississippi State Library	Jackson, Miss	1838	Legislature				5,000	State appropriation.
138	Saint Charles Catholic Library	Saint Charles, Mo	1859			0	0	0	0
139	Law Library Association	Saint Louis, Mo	1838	Saint Louis Bar	None			0	0
140	Public School Library	do	1865		Public schools	100,000	5,900		

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	When founded.	By whom founded.	With what educational institution connected.	Permanent fund.		Annual receipts from taxation or appropriation.	
						Amount.	Annual income.	Amount.	Source.
	1	2	3	4	5	6	7	8	9
141	Saint Louis Mercantile Library	Saint Louis, Mo.	1846	Merchants	None	0	0	0	0
142	Saint Louis University Library	do	1829	Saint Louis University	Saint Louis University	0	0	0	0
143	Nebraska State Library	Lincoln City, Neb.	1855	United States Government	None	0	0	$200	State appropriation.
144	Ketchum Library	Bristol, N. H.	1855	Rev. Silas Ketchum	None	0	0	0	0
145	Charlestown Social Library	Charlestown, N. H.	1810	Citizens	None	0	0	0	0
146	Concord Public Library	Concord, N. H.	1855	City		$2,000	$120	675	Municipal taxation and appropriation.
147	New Hampshire Historical Society's Library.	do	1823	Society		0	0	300	State appropriation.
148	State Library	do		State	None			900	Do.
149	Juvenile and Social Library	Dublin, N. H.	1793	Citizens					
150	Town Library	Exeter, N. H.	1853	Town	None	0	0	300	Town appropriation.
151	Franklin Library Association	Franklin, N. H.	1860	Hon. James Clark	None	1,000	80	0	0
152	Hollis Social Library	Hollis, N. H.	1799	Citizens	None	0	0	0	0
153	Manchester City Library	Manchester, N. H.	1854		None	5,000		3,000	Municipal appropriation.
154	Library of Literary Adelphi	New Hampton, N. H.	1827	Messrs. Farnum, Worth & Rand.		0	0	0	0
155	Portsmouth Athenæum	Portsmouth, N. H.	1817	Proprietors	None	7,000	420	0	0
156	Portsmouth Mercantile Library Association	do	1852		None	350		0	0
157	Manufacturers' and Village Library.	Somersworth, N. H.	1855	Great Falls Manuf'g Co'y.	None				
158	Library of Young Men's Christian Association.	Bridgeton, N. J.	1859	Young Men's Christian Association.	None	0	0	0	0
159	Drew Theological Seminary Library.	Madison, N. J.	1867	Daniel Drew	Drew Theological Sem.				
160	New Jersey Historical Society	Newark, N. J.	1845	Citizens		1,500		0	0
161	Hertzog Hall Library	New Brunswick, N. J.			Theological Seminary of Ref. Church.	0	0		
162	Young Men's Christian Association Library.	do	1868	Young Men's Christian Association.	None				
163	Fallsington Library	Trenton, N. J.							
164	Dudley Observatory	Albany, N. Y.	1858	Trustees Dudley Observ'y.		0	0		
165	State Library	do	1818	State	University of State of New York.	0	0	4,000	State appropriation.

166	Young Men's Christian Association	....do	1857	Young Men's Christian Association.		0	0	0	0
167	Young Men's Association	....do	1833	Citizens	None	10,000		0	0
168	The Long Island Historical Society	Brooklyn, N. Y	1863	Society		54,000			
169	Youth's Free Library	....do	1823	Augustus Graham & others	None	30,000	2,000	0	0
170	Grosvenor Library	Buffalo, N. Y	1859	Seth Grosvenor	None	40,000	2,800	3,000	Municipal appropriation.
171	Young Men's Association	....do	1835		None	13,000	1,000		
172	Mechanics' Institute	....do	1865	Mechanics		6,000		0	0
173	Flushing Library Association	Flushing, N. Y	1869	Citizens	None	700	50	0	0
174	Wadsworth Library	Geneseo Village, N.Y	1843	James Wadsworth	None	20,000	1,200	0	0
175	Hamilton Theological Seminary*	Hamilton, N. Y	1819	Baptist Education Society of State of New York.	Hamilton Theological Seminary.	5,600	350		
176	Hornell Library	Hornellsville, N. Y	1868	Citizens	None	0	0	500	Town appropriation.
177	Franklin Library Association	Hudson, N. Y	1830	Citizens	None	0	0		
178	Library of American Bible Society	New York, N. Y	1817	American Bible Society	None	0	0		
179	Apprentices' Library	....do	1820	General Society of Mechanics and Tradesmen.		0	0	0	0
180	Astor Library	....do	1849	John Jacob Astor	None	200,000	14,000	0	0
181	Mercantile Library Association	....do	1820	Merchants' clerks	None		1,260	0	0
182	City Library	....do	1851	David T. Valentine	None	0	0	0	0
183	Eclectic Library	....do	1869	Rev. Andrew J. Sutton					
184	New York Society Library	....do	1754	Governor of the Province	None	3,000	180	0	0
185	Union Theological Seminary	....do	1857		Union Theol. Seminary	0	0	0	0
186	Washington Heights	....do	1868	Citizens	None	0	0	0	0
187	Young Men's Christian Association	....do	1852		None	0	0		
188	Oswego City Library	Oswego, N. Y	1855	Gerrit Smith	None	4,000	280		
189	Public School Library	....do			Public schools	0	0	250	State appropriation.
190	Rochester Athenæum and Mechanics' Association.	Rochester, N. Y	1829	Sixty members	None	1,500		0	0
191	Public School Central Library	....do			Public schools			1,732	Municipal and State appropriation.
192	Rochester Theological Seminary	....do	1850	N. Y. Baptist Union for Ministerial Education.	Theological Seminary.	25,000	1,750	0	0
193	Library of University of Rochester	.... do	1850	University of Rochester	Univer'y of Rochester.	25,000	1,750	0	0
194	Union College Library	Schenectady, N. Y	1795	Union College	Union College	0	0	0	0
195	Central Library	Syracuse, N. Y	1856	Board of Education	None	6,000		5,998	Municipal and State appropriation.
196	Y. M. C. A. Library	....do							
197	Troy Young Men's Association	Troy, N. Y	1835			16,000	1,000		
198	University Library	Chapel Hill, N. C	1795		University of N. C				
199	Society Libraries, University of N. C.	....do			....do				
200	Akron Library Association	Akron, Ohio	1866	Akron Library Associat'n.	None	0	0	0	0
201	Young Men's Christian Association	Canton, Ohio	1866	Y. M. C. Association	None	0	0	0	0
202	Mount Saint Mary's Seminary	Cincinnati, Ohio		Archbishop Purcell	Mt. St. Mary's Semin'y				
203	Public Library	....do	1867	Board of Education	None	5,300	380	20,600	Municipal taxation
204	Library of Saint Xavier College	....do		College	Saint Xavier College				
205	Library of the Turner Society	....do	1848	Turner Society				0	0
206	Young Men's Mercantile Library	....do	1835	Citizens	None	2,750			
207	Circleville Library	Circleville, Ohio	1871	Citizens	None	0	0		

* Identical with library of Madison University.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	When founded.	By whom founded.	With what educational institution connected.	Permanent fund.		Annual receipts from taxation or appropriation.	
						Amount.	Annual income.	Amount.	Source.
	1	2	3	4	5	6	7	8	9
208	Cleveland Public Library	Cleveland, Ohio	1868		Public schools			$5,100	Municipal taxation and appropriation.
209	Western Reserve Historical Society	do	1867	Cleveland Library Ass'n					
210	Ohio State Library	Columbus, Ohio	1817	Legislature	None	0	0	1,800	State appropriation.
211	Sturges Library	Delaware, Ohio	1857		Ohio Wesleyan Univ'y	$200,000	$16,000	0	0
212	Kenyon College Library	Gambier, Ohio	1864	Charles Short	Kenyon College	5,500	330	0	0
213	Library of Denison University	Granville, Ohio	1832		Denison University				
214	Lane Free Library	Hamilton, Ohio	1867	Clark Lane					
215	Marietta College	Marietta, Ohio	1835		Marietta College				
216	Young Men's Library	Norwalk, Ohio	1866	Citizens	None	1,900	190	0	0
217	Sidney Library Association	Sidney, Ohio	1870	do	None	2,500		0	0
218	Excelsior Library	Springfield, Ohio	1845	Eight citizens	Wittenberg College				
219	Springfield Public Library	do		Mechanics and merchants	None	3,500		1,500	Municipal appropriation.
220	Library Association	Portland, Oreg	1864	Citizens	None	0	0	0	0
221	Alleghany Public School Library	Alleghany, Pa	1850	Colonel James Anderson	Public Schools	0	0	0	0
222	Altoona Mechanics' Library, &c	Altoona City, Pa		Pennsylvania R. R. Co	None	0	0	0	0
223	City Library, Y. M. C. A	Erie, Pa	1867	Y. M. C. Association	None	0	0	0	0
224	Fallsington Library Company	Fallsington, Pa	1802	Citizens	None	0	0	0	0
225	Friends' Library and Reading-Room	Germantown, Pa	1830	Friends		0	0	0	0
226	Pennsylvania College Library	Gettysburgh, Pa	1832	Pennsylvania College	Pennsylvania College	3,500	300		
227	Library of Theological Seminary	do	1825	General Synod Evangelical Lutheran Church.	Lutheran Theological Seminary.				
228	Cassel's Library	Harleysville, Pa	1835	Abraham H. Cassel	None	0	0	0	0
229	State Library	Harrisburgh, Pa	1816	State of Pennsylvania	None	0	0	4,100	State appropriation.
230	Union Library Company	Hatborough, Pa	1755	Citizens	None	2,740	164		
231	Law Library Association	Lancaster, Pa	1854	Members of bar	None	0	0	0	0
232	Mechanics' Library	do	1828	Mechanics' Society	None	4,300	258		
233	Meadville City Library	Meadville, Pa	1868		None	0	0	0	0
234	Philo-Franklin Society Library	do			Alleghany College	0	0	0	0
235	Meadville Theological School Library	do	1844	Fdk. Hindekoper and others	Meadville Theo. School	1,000	70	0	0
236	Moravian Historical Society	Nazareth, Pa	1857		None	0	0	0	0
237	Norristown Library Company	Norristown, Pa	1796	Citizens	None	0	0	0	0

238	Library of the Academy of Natural Sciences.	Philadelphia, Pa	1812	Acad'y of Natural Sciences	None			0	0
239	Apprentices' Library Company	do	1821	Citizens	None	40,000	2,400	0	0
240	Baptist Historical Society	do	1860	Volunteers	None	1,500		0	0
241	Brotherhead Library	do	1861	W. Brotherhead	None	10,000	3,000	0	0
242	Historical Society of Pennsylvania	do	1824	Citizens	None	0	0	0	0
243	Library Company of Philadelphia	do	1731	Benjamin Franklin	None	0	0	0	0
244	Mercantile Library	do	1821	Merchants	None	12,800	606	0	0
245	Moyamensing Literary Institute	do	1853	Citizens	None	300	18	0	0
246	Pennsylvania Historical Society	do	....	Society					
247	Pennsylvania Hospital	do	1763	Pennsylvania Hospital	None	0	0	0	0
248	Southwark Library	do	1831	Citizens	None	0	0	0	0
249	West Philadelphia Institute	do	1853	do	None	5,000	600	0	0
250	Y. M. C. A. Library	do	1854	Y. M. C. A	None	70,000	3,600	0	0
251	The Athenæum of Philadelphia	do	1814	Stockholders	None	0	0	0	0
252	Carpenters' Company of Philadelphia	do	1736	Carpenters' Company of Philadelphia.	None	0	0	0	0
253	Young Men's Mercantile Library	Pittsburgh, Pa	1847	Young men	None	0	0	0	0
254	Young Men's C. A. Library	Bristol, R. I	1863	Y. M. C. A	None	212	14	0	0
255	East Greenwich Free Library	East Greenwich, R.I.	1869	Citizens	None	0	0	0	0
256	Foster-Manton Library	Foster Centre, R. I.	1806	Theo. Foster & —— Manton	None	0	0	0	0
257	Kingston Library	Kingston, R. I	1850	Elisha R. Potter	None	0	0		
258	Lonsdale Library	Lonsdale, R. I	1847	Lonsdale County	None	0	0	0	0
259	People's Library	Newport, R. I	1870	Christopher Townsend	None	45,000	2,000	0	0
260	Redwood Library Athenæum	do	1730	Abraham Redwood		27,000	2,300		
261	Slatersville Reading-Room & Library	North Smithfield, R.I	1848	J. and W. Slater	None	0	0	0	0
262	Pawtucket Library Association	Pawtucket, R. I	1852	Debating club	None	0	0	0	0
263	Brown University Library	Providence, R. I	1868	Brown University	Brown University	27,000	1,400	0	0
264	Franklin Lyceum	do	1835	Young men	None	0	0	0	0
265	State Law Library	do	....	Members of bar	None	0	0	500	State appropriation.
266	Association of Mechanics and Manufacturers.	do	....		None	0	0	0	0
267	Providence Athenæum	do	1836	Providence Athenæum	None	26,200	1,850	0	0
268	Library of the Union for Christian Work.	do	1868	Union for Christian Work	None	0	0		
269	Harris Institute Library	Woonsocket, R. I	1863	Hon. Edward Harris	None	60,000	4,000		
270	Charleston Library Society	Charleston, S. C	1748	A private association	None				
271	State Library	Columbia, S. C	1814	State					
272	Theological Seminary	do	1830	Synod of S. C. and Ga	Theological Seminary				
273	Library of University of South Carolina.	do	1801	General Assembly	University of S. C	0	0		
274	State Library	Nashville, Tenn	....	Legislature	None			2,500	State appropriation.
275	Houston Public Library	Houston, Tex	1872	Y. M. C. A	None	0	0	0	0
276	University and State Agricultural College.	Burlington, Vt	1791		State University and Agricultural College.	1,200	75		
277	Young Men's Association	do	1864	Young Men's Association	None	0	0	0	0
278	Middlebury College	Middlebury, Vt	1800	College	Middlebury College	0	0		
279	State Library	Montpelier, Vt	1825	Legislature				500	State appropriation.
280	Peabody Library	Post Mills Village, Vt	1866	George Peabody	None	2,000	120	0	0
281	Saint Johnsbury Athenæum	Saint Johnsbury, Vt	1870	Horace Fairbanks	None			0	0
282	Alexandria Library	Alexandria, Va	1794	Citizens	None	0	0	0	0
283	Emory and Henry College	Emory, Va	1837	do	Emory and Henry Coll.	0	0	0	0

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	When founded.	By whom founded.	With what educational institution connected.	Permanent fund.		Annual receipts from taxation or appropriation.	
						Amount.	Annual income.	Amount.	Source.
	1	2	3	4	5	6	7	8	9
284	Theological Seminary	Fairfax County, Va	1823	Prot. Epis. Church in Va.	Theological Seminary		$300		
285	Union Theological Seminary	Hampden, Va	1824	Presbyterians	Union Theo. Seminary	$6,000	240		
286	Petersburgh Library Association	Petersburgh, Va	1853	Citizens	None			0	0
287	University of Virginia	University of Va	1835	University of Virginia	University of Virginia				
288	Young Men's Association	Janesville, Wis	1864	Twelve young men	None	0	0		
289	Seminary of Saint Francis	Lake, Wis		Rev. Dr. Joseph Salzmann	Seminary of St. Francis				
290	State Historical Society	Madison, Wis	1849	Citizens	None	0	0	$6,300	State appropriation.
291	Georgetown College	Georgetown, D. C	1789	Archbishop Carroll	Georgetown College	0	0	0	0
292	Library of Congress	Washington, D. C	1802	Congress	None	0	0		
293	Senate Library	do	1870	Senate					
294	Signal-Office United States Army	do	1861	Chief Signal-Officer		0	0		
295	Department of the Interior	do			None	0	0		
296	Department of Agriculture	do							
297	Patent-Office Library	do	1840						
298	Bureau of Statistics	do	1866						
299	War Department Library	do	1832	War Department					
300	Surgeon General's Office	do	1865	Surgeon-General					
301	United States Naval Observ'y Lib'y	do	1845		Naval Observatory				
302	Department of State Library	do	1789	Thomas Jefferson					
303	Bureau of Education	do	1870			0	0		
304	Washington City Library	do	1811		None			0	0
305	Howard University	do	1867	University	Howard University	0	0		
306	Library of Washington Territory	Olympia, Wash			None				

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Amount annually donated.	Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—								Number of publications taken						
							American.		Foreign.		Purchased.		Donated.		American periodicals.	Foreign periodicals.	Daily.	Weekly.	Monthly.	Quarterly.	Annual, semi-annual, &c.
							Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.							
	1	2	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	Little Rock Mercantile Library	Little Rock, Ark	.....	1,800	20	0	.....	.....	.....	.....	.....	.....	.....	.....	16	4	3	8	18	2	0
2	Odd-Fellows' Library	Petaluma City, Cal	.....	1,386	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	10	7	.....	.....
3	California State Library	Sacramento, Cal	$7,000	31,000	1,000	2	1,000	.....	500	....	1,200	.....	300	.....	16	.....	.....	.....	50	.....	.....
4	Mechanics' Institute Library	San Francisco, Cal	0	20,000	1,008	0	1,200	48	390	0	1,160	20	40	28	142	47	95	36	45	8	5
5	Mercantile Library	do	0	35,000	.....	.....	.....	.....	.....	.....	5,000	.....	500	200	.....	.....	.....	.....	.....	.....	.....
6	Odd-Fellows' Library	do	0	21,300	.....	.....	2,000	.....	500	....	2,500	.....	150	.....	23	18	20	50	21	4	20
7	Woodward's Gardens Library	do	.....	2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Young Men's Christian Association	do	12,000	3,500	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	170	.....	45	90	35	.....	.....
9	Sacramento Library Association	Sacramento, Cal	1,000	5,683	200	0	225	.....	177	....	212	.....	190	.....	50	6	6	33	17	.....	.....
10	Douglas Library	Canaan, Conn	.....	1,650	.....	.....	30	.....	10	....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Danbury Library	Danbury, Conn	0	1,700	100	0	.....	.....	.....	.....	.....	.....	500	.....	22	4	8	10	5	3	.....
12	Theological Institute Library	Hartford, Conn	.....	7,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	6	.....
13	Trinity College Library	do	.....	15,000	.....	Few.	.....	.....	.....	.....	100	.....	100	100	.....	.....	.....	.....	.....	.....	.....
14	Watkinson Library of Reference	do	0	27,000	0	0	700	.....	1,300	....	2,000	.....	100	.....	0	0	0	0	0	0	0
15	Bill Library	Ledyard, Conn	0	1,752	50	2	140	10	0	0	0	0	140	10	0	0	0	0	0	0	0
16	Library of Wesleyan University	Middletown, Conn	.....	22,000	3,600	0	700	75	800	....	1,300	0	200	.....	24	9	4	3	7	14	5
17	New Britain Institute	New Britain, Conn	1,200	2,794	200	0	250	100	50	....	300	50	20	.....	31	0	10	6	11	4	0
18	Library of American Oriental Society	New Haven, Conn	0	†3,000	1,000	50	.....	.....	150	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Otis Library	Norwich, Conn	150	7,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Silas Bronson Library	Waterbury, Conn	0	15,000	1,100	0	663	.....	905	....	1,472	32	96	136	40	24	12	20	19	12	1
21	Wilmington Institute	Wilmington, Del	0	11,000	200	0	200	.....	.....	....	400	.....	50	20	16	6	15	16	19	7	3
22	Georgia State Library	Atlanta, Ga	.....	15,000	.....	.....	360	.....	.....	....	133	.....	227	.....	.....	.....	.....	.....	.....	.....	.....
23	Alton Public Library	Alton, Ill	300	3,500	0	0	.....	.....	.....	.....	.....	.....	25	.....	.....	.....	.....	.....	.....	.....	.....
24	Belleville Sangerbund and Lib. Society's Library.	Belleville, Ill	125	4,876	1,325	0	50	70	250	30	200	40	50	60	7	10	0	2	9	5	1
25	Illinois Industrial University Library	Champaign, Ill	.....	10,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	67	33	2	60	30	5	3
26	Free Library of Chicago	Chicago, Ill	.....	3,157	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	Library of the Presbyterian Theological Seminary of the Northwest	do	0	8,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	14	3	1	.....
28	Y. M. C. Association Library	do	.....	2,406	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	66	29	.....	.....
29	Mercantile Library	Peoria, Ill	0	7,000	.....	0	550	.....	.....	.....	.....	.....	.....	.....	26	9	6	9	15	5	0
30	Quincy Library	Quincy, Ill	25	3,850	75	6	60	0	0	0	40	0	20	0	0	0	0	2	0	0	0

* Fees.

† "Titles."

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Amount annually donated.	Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—								Number of publications taken.						
							American.		Foreign.		Purchased.		Donated.								
							Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	American periodicals.	Foreign periodicals.	Daily.	Weekly.	Monthly.	Quarterly.	Annual, semi-annual, &c.
	1	2	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
31	Wabash College Library	Crawfordsville, Ind	1,000	12,000																	
32	Whitcomb College Circulating Library.	Greencastle, Ind		9,000											20	10		10	14	6	
33	Indiana State Library	Indianapolis, Ind		15,000	450										14		13	24	4		
34	Madison Library Association	Madison, Ind		4,000	200		50	20			50	20			3		1		2	1	
35	Library of Notre Dame	Notre Dame, Ind	0	11,000	780	0	500	200	50	20	350	100	100	80	30	4	2	18	12	2	
36	The Public Library of Burlington	Burlington, Iowa		5,398	1,000	0	198		0		126		72		16	8	2	2	14	6	
37	Iowa State Library	Des Moines, Iowa	0	14,400	1,000	0	100	50	167	8	600		150	20	5	2	1	1	2	1	
38	Jefferson County Library Associat'n.	Fairfield, Iowa	100	3,480																	
39	State Historical Society of Iowa	Iowa City, Iowa		3,330	4,143								500	250	6		1	75	5	1	
40	Keokuk Library Association	Keokuk, Iowa	800	7,000	2,000																
41	Kansas State Library	Topeka, Kans	0	8,500		0	600	125	25		300				0	0	2	26	0	0	0
42	Kentucky State Library	Frankfort, Ky	0	7,000		0									5		1	3	1		
43	Louisville Law Library	Louisville, Ky		3,540											6				1	3	1
44	Louisville Library Association	do	100	5,049	3	0	1,120	40	320	0	1,440	40	74	105	40	34	11	23	27	8	5
45	Fisk Free Library of the New Orleans Mechanics' Society.	New Orleans, La	0	5,000		0															
46	New Orleans Y. M. C. A	do	5,000	1,045	0										29	3	42	125	13	2	17
47	Maine State Library	Augusta, Me		23,000		0	700	200	100	0	300	0	500	200	10	0	4	4	6	2	0
48	Bangor Library Association	Bangor, Me	3,000	12,066	200	0					1,000	20			14	4	15	17	14	4	0
49	Bangor Mechanics' Association Library.	do		3,500	300						300		150	10							
50	Bowdoin College Library	Brunswick, Me		35,000		14							100	100	15	10	10	16	6	10	9
51	Bucksport Social Library	Bucksport, Me		1,000																	
52	Gardiner Public Library	Gardiner, Me	0	2,500			400				400				0	0	0	0	0	0	0
53	Hallowell Social Library	Hallowell, Me	300	5,000	0	0	120				112		20		5		0	1	3	1	
54	Mechanics' Library	Portland, Me	0	3,500		0	165		0	0	100		65		0	0					
55	Saco Athenæum	Saco, Me	0	2,000	0	0	300		0	0	100		100		0	0	0	0	0	0	0
56	Skowhegan Library Association	Skowhegan, Me		3,000											0	0	0	0	0	0	0
57	Maryland State Library	Annapolis, Md	0	40,000		0					1,000		0	0	5	5	4				
58	The Library Company of the Baltimore Bar.	Baltimore, Md		6,415	0	0	200		75	10	275	30	15		5	9	1	3	8	1	1
59	Maryland Institute Library	do		15,400	150	0	500				450		50		15		3	3	12		

60	Mercantile Library Association	do		27,300	5,000	0					1,500	200	300	1,000	49	42	23	38	40	8	5
61	Odd Fellows' Library	do	1,300	19,107	0	0	350				350				9		3	6	4	5	
62	Peabody Institute	do		50,000	8,000	*6					3,500				64	208	0				162
63	Amherst College Library	Amherst, Mass		27,872	5,000		344		456		500		300		48	29		9	28	25	15
64	Library of Andover Theological Seminary.	Andover, Mass		31,000	10,000										9	14	0	2	5	18	1
65	Beverly Public Library	Beverly, Mass	0	5,800	0	0	232	0	68		300		17		12	1	0	1	12	1	0
65½	American Academy of Arts and Sciences.	Boston, Mass		16,000	2,000						50	325	200	750	10	50		3	25	5	400
66	Boston Public Library	do	0	198,000	100,000	50	3,500	10,000	2,000		9,000	4,500	5,000	5,500	340	100					
67	Boston Young Men's Christian Union	do	500	4,000			400				300		38		46	9	12	20	19	4	
68	Congregational Library	do		15,292	50,000																
69	Library of the Boston Athenæum	do		96,000	20,000						2,500		500	1,200	65	54					
70	Library of the New England Historical Genealogical Society.	do		10,286	34,554								1,072	7,000	3	0	0	0	2	1	0
71	Library of the Y. M. C. A	do		4,600																	
72	Mechanic Apprentices' Library	do		5,000		0					176				71		3	40	28		
73	Roxbury Athenæum	do		8,500	8,000		150	200			150			100	9		1	1	71	4	
74	Social Law Library	do		11,900	400		375	125	215	25	520	75	70	75	21	9	1	11	11	3	4
75	State Library	do	0	33,000		0	1,000	500	300	70	700	250	150	250	27	12	6	6	18	9	0
76	Treadwell Library, Massachusetts General Hospital.	do	0	3,300	0	0	25		25		50				10	17	0	5	6	5	11
77	Merrick Public Library	Brookfield, Mass		3,400							350										
78	Dana Library	Cambridge, Mass	0	6,000	500	1	350	650					45		12	3	0	5	7	4	
79	Harvard University Library	do		198,000	130,000						2,500	50	1,600	4,500							
80	Charlestown Public Library	Charlestown, Mass	1,000	14,700	3,500	0	1,123	283	381	0	590	0	914	283	37	18	6	11	30	6	2
81	Peabody Library, (branch)	Danvers, Mass		7,000			400	0			400								7		
82	Peabody Library	Georgetown, Mass		4,000	50	0	200						50		0		0	0	0	0	0
83	Sawyer Free Library	Gloucester, Mass		3,000																	
84	Groton Public Library	Groton, Mass		2,228																	
85	Harvard Public Library	Harvard, Mass		1,629	91	0	100	36			77		23						2		
86	Morse & Son's Circulating Library	Haverhill, Mass		1,500			500														
87	Public Library Association	Hindsdale, Mass	0	2,360	100						7				0						
88	Lancaster Town Library	Lancaster, Mass	0	6,608		0					426		200		22	2	4	9	11	0	0
89	Lawrence Free Public Library	Lawrence, Mass		2,234	0																
90	Middlesex Mechanics' Association	Lowell, Mass	0	13,000		0	300		30		330		12	3	42	9	12	18	16	5	0
91	Lynn Free Public Library	Lynn, Mass	0	16,000	2,200						1,600		167				4	1	10	6	
92	Millbury Town Library	Millbury, Mass	100	1,787																	
93	Natick Town Library	Natick, Mass		3,700	0		250		80		330		5								
94	New Bedford Free Public Library	New Bedford, Mass	0	26,000	7,000	0	1,500				1,400	0	100	250	24	36	3	18	41	20	8
95	Newburyport Public Library	Newburyport, Mass		13,698		0	200		300		500		100								
96	Newton Athenæum	Newton, Mass	400	3,267	50	0	150		0	0	150		30		0	0	0	0	0	0	0
97	Northampton Public Library	Northampton, Mass	0	8,000	200		500		500		1,000		10	20	8	7		1	7	6	1
98	Northborough Free Library	Northborough, Mass	0	2,783	0	0	275	0	0	0	250	0	25	0	0	0	0	0	0	0	0
99	North Bridgewater Public Library	N. Bridgewater, Mass	0	3,400	0	0	200		20	0	200		0		6				5	1	
100	Appleton Library	N. Brookfield, Mass	0	3,265	1,200		50	20													
101	Oxford Free Public Library	Oxford, Mass	0	1,200	0	0	100		100		200		20		0	0	0	0	0	0	0
102	Peabody Institute Library	Peabody, Mass		14,160											28			6	9	7	6
103	Phillips Free Public Library	Phillipston, Mass		2,426			200											1	2		
104	Berkshire Athenæum	Pittsfield, Mass		6,225	200	†238															

* Oriental manuscript. † Volumes.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Amount annually donated.	Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—								Number of publications taken.						
							American.		Foreign.		Purchased.		Donated.		American periodicals.	Foreign periodicals.	Daily.	Weekly.	Monthly.	Quarterly.	Annual semi-annual, &c.
							Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.							
	1	2	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
105	Public Library	Quincy, Mass		7,188											31						
106	Essex Institute	Salem, Mass	500	27,000	100,000	vol. 50							1,046	8,543	40	62	2	41	55		102
107	Peabody Academy of Sciences	do		500	300																
108	Arms Library	Shelburne Falls, Mass	0	3,750	0		225		0		225		0		0	0	0	0	0	0	0
109	City Library Association	Springfield, Mass		32,000							1,000		200		40	10	6	11	18	10	5
110	Jackson Library	Stockbridge, Mass		4,000	0	0	111	0	0	0					6	0	0	1	6	1	0
111	Swampscott Town Library	Swampscott, Mass		1,800															2		
112	Goodenow Library	South Sudbury, Mass	0	5,000			250		50		300				26	0		24	2		
113	Taunton Public Library	Taunton, Mass	0	11,000		0	800	50	300		1,100		60	50	30	3	5	12	24	6	
114	Waltham Public Library	Waltham, Mass		6,247			527				527		45		18	5	0	6	9	5	3
115	Wayland Free Public Library	Wayland, Mass	0	4,208	1,860	0	120	45			80	0	40	45	7	2	0	1	5	1	
116	Westfield Athenæum	Westfield, Mass	0	5,717			1,200				1,003		200		17	3	6	13	14	3	2
117	Town Library	Westford, Mass	0	2,000			75				75				2						
118	Weston Town Library	Weston, Mass		3,300							167		20		2			1			
119	West Roxbury Free Library	West Roxbury, Mass		2,500		0									0	0					
120	Williams College Library	Williamstown, Mass		15,000	500		450	55	75		350		150		15	3		2	3	10	
121	Winchendon Public Library	Winchendon, Mass	0	2,000	50	0	100		0	0	100	0	23	0	0	0	0	0	0	0	0
122	Winchester Library	Winchester, Mass	0	2,800														1	5	1	
123	Woburn Town Library	Woburn, Mass	0	5,130	800	0					425		45		9		0	3	6	2	
124	Free Public Library	Worcester, Mass	0	26,983	0	4	1,985		1,557		3,210		332		125	53	23	63	67	14	11
125	Worcester District Medical Society Library.	do		2,970	550		120		55		175				7				3	1	3
126	Worcester Co. Mechanics' Library	do		3,181			150		150		300				36	5	15	11	13	2	0
127	Worcester Co. Horticultural Society Library.	do	0	1,000	100	0	25		25		44		6		6	6		4	7		1
128	Albion College Library	Albion City, Mich	0	2,000	500	0						0	150	100							
129	University of Michigan Library	Ann Arbor, Mich		22,000	4,800	0															
130	Detroit Mechanics' Society	Detroit, Mich	0	4,000							200				3	1					
131	Public Library of City of Detroit	do	0	21,800	600	0	1,150	0	1,150	0	2,000	0	300	30	7	0	0	2	4	0	1
132	Detroit Young Men's Society Library	do	0	12,000							411		77	12	64	10	16	32	21	10	1
133	Ladies' Library Association	Kalamazoo, Mich		2,294			203				203										
134	Young Men's Library Association	do	0	1,800	0	0															
135	Minnesota Historical Society	Saint Paul, Minn	0	5,200	9,700		200		20		220		476	1,366	110	5	5	96	10	4	

136	Saint Paul Library	do		5,900		0	800								25	8	3	13	12	5		
137	Mississippi State Library	Jackson, Miss		15,000	8,000		336	100			214		112	100					2			
138	Saint Charles Catholic Library	Saint Charles, Mo		1,570		0											0					
139	Law Library Association	Saint Louis, Mo	0	7,000	0	0					200	0	40	0	6	1	0	2	3	1	0	
140	Public School Library	do		31,000	10,000		1,500	950	1,000	50	2,500		400	1,000	145	44	33	50	91	15		
141	Saint Louis Mercantile Library	Saint Louis, Mo	0	43,000	3,000	0	3,000		1,500		4,500		2,500		59	98	225	36	92	15		
142	Saint Louis University Library	do	0	24,000	820	68	265	65	25	12	170	15	120	62	42	10	8	24	28	2		
143	Nebraska State Library	Lincoln City, Neb	0	5,314	13,000	0	250	700	0	0	100		0	0	0	0		5				
144	Ketchum Library	Bristol, N. H	0	4,000	1,500	25	200	250	100	50	300	300	4	4	28		1	13	13	1		
145	Charlestown Social Library	Charlestown, N. H	0	1,434	40	0	25		0	0	25	0	0	0	0	0	0	0	0	0	0	
146	Concord Public Library	Concord, N. H	0	6,223	0	0	300				300		30		0	0	0	0	0	0	0	
147	New Hampshire Historical Society's Library.	do		6,500									100	200								
148	State Library	do	0	11,000	500	0	500	200	100	0	100		150	100	5	1	1	3	1	1		
149	Juvenile and Social Library	Dublin, N. H		1,825																		
150	Town Library	Exeter, N. H		3,428	100	0	100				100				0	0	0	0	0	0	0	
151	Franklin Library Association	Franklin, N. H	0	1,247		0					10		2		0	0	0	0	0	0	0	
152	Hollis Social Library	Hollis, N. H	100	1,576							60				4				4			
153	Manchester City Library	Manchester, N. H		16,176	824						125		175	100	44	23	2	16	40	9		
154	Library of Literary Adelphi	New Hampton, N. H.	100	1,500	70	0	20		0	0	20	0	55		0	0	0	0	0	0	0	
155	Portsmouth Athenæum	Portsmouth, N. H	0	11,391	200	0	50		30		56		25		2	6	7	9	1	5	0	
156	Portsmouth Mercantile Library Association.	do	0	1,800			100		90		10											
157	Manufacturers' and Village Library.	Somersworth, N. H	100	5,500	1,000	0	100								1					1		
158	Library of Young Men's Christian Association.	Bridgeton, N. J	75	1,200	0	0	236			0	74		161	0	6	0	3	27	12	0	0	
159	Drew Theological Seminary Library.	Madison, N. J		10,000	1,000										20	6	2	14	4	6		
160	New Jersey Historical Society	Newark, N. J	200	5,000	7,000	2,500				0	0	0	0	0	0	0						
161	Hertzog Hall Library	New Brunswick, N. J		18,000																		
162	Young Men's Christian Association Library.	do		3,000	500	0	300	50					50	25	24	0	5	8	10	1		
163	Fallsington Library	Trenton, N. J		2,000																		
164	Dudley Observatory	Albany, N. Y		1,100	600		10	10	25	40					1	3		2				
165	State Library	do	0	87,000	55,000	1160					1,800		700		45	25	5	15	25	18	75	
166	Young Men's Christian Association	do	50	2,000	0	0	75	0	0	0	25	0	50	0	22	10		14	12	5	1	
167	Young Men's Association	do		13,000							600						43	26	18	5		
168	The Long Island Historical Society.	Brooklyn, N. Y		21,000	20,000																	
169	Youth's Free Library	do	0	9,000	0	0					250				0	0	0	0	0	0	0	
170	Grosvenor Library	Buffalo, N. Y	0	15,000	100	0					13,000				63	25	0	21	42	25		
171	Young Men's Association	do		26,000	1,000	0					2,500	0	75	50	34	10	56	32	26	8		
172	Mechanics' Institute	do		4,300	110						1,000		100	15			6	6	2			
173	Flushing Library Association	Flushing, N. Y	0	3,600	0	0	200							0	0	0	0	3	0	0	0	
174	Wadsworth Library	Geneseo Village, N. Y	0	6,508	0	0					160		175		2			1	1			
175	Hamilton Theological Seminary*	Hamilton, N. Y		8,000																		
176	Hornell Library	Hornellsville, N. Y	0	4,200	850	0					1,000			200	11	3			13			
177	Franklin Library Association	Hudson, N. Y		4,000		0	100				100			0	0	0	0	0	0	0	0	
178	Library of American Bible Society	New York, N. Y		2,500	0	8																
179	Apprentices' Library	do	0	51,000		0	1,500		500		2,000	0			32	8	11	13	9	7	0	
180	Astor Library	do	0	142,000	4,000	6	1,200		300		700		500		55	129	2	12	125	45		
181	Mercantile Library Association	do		143,743							10,716		198	471	364	114	117	117	197	47	0	

* Identical with library of Madison University.

† Volumes.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Amount annually donated.	Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—								Number of publications taken.						
							American.		Foreign.		Purchased.		Donated.		American periodicals.	Foreign periodicals.	Daily.	Weekly.	Monthly.	Quarterly.	Annual, semi-annual, &c.
							Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.							
	1	2	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
182	City Library	New York, N. Y	0	8,000	.....	0	200	.....	0	0	0	0	200	0	0	0	0	0	0	0	0
183	Eclectic Library	do	.....	30,000	1,000	.....	500	200	50	50	500	200	.....	.....	10	21	1	14	17	3	.....
184	New York Society Library	do	0	60,000	4,000	.....	1,000	200	108	18	1,108	18	280	218	70	56	18	48	44	14	2
185	Union Theological Seminary	do	.....	32,000	2,500	500	500	.....	500	.....	400	100	400	100	24	39	.....	.....	.....	.....	.....
186	Washington Heights	do	244	2,352	207	.....	104	18	0	0	182	0	19	228	20	1	5	13	3	0	0
187	Young Men's Christian Association	do	.....	5,151	0	.....	.....	.....	.....	.....	1,000	.....	276	.....	230	80	68	120	96	16	10
188	Oswego City Library	Oswego, N. Y	.....	6,000	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
189	Public School Library	do	.....	5,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
190	Rochester Athenæum and Mechanics' Association.	Rochester, N. Y	0	20,000	.....	.....	.....	.....	.....	.....	1,000	.....	.....	.....	.....	16	20	16	9	5	0
191	Public School Central Library	do	.....	5,900	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	6	.....	.....
192	Rochester Theological Seminary	do	0	7,500	2,000	40	.....	.....	.....	.....	.....	.....	100	.....	68	11	3	51	12	11	2
193	Library of University of Rochester	do	200	10,800	150	0	.....	.....	.....	.....	650	.....	150	.....	8	12	0	2	6	6	6
194	Union College Library	Schenectady, N. Y	0	18,000	5,000	0	.....	.....	.....	.....	.....	.....	.....	.....	22	6	1	3	10	13	1
195	Central Library	Syracuse, N. Y	.....	13,000	0	0	350	.....	350	.....	701	.....	255	.....	23	2	.....	3	13	5	2
196	Y. M. C. A. Library	do	.....	1,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	2	14	12	12	.....	.....
197	Troy Young Men's Association	Troy, N. Y	.....	20,500	1,000	0	.....	.....	.....	.....	450	.....	50	.....	20	14	27	25	17	7	1
198	University Library	Chapel Hill, N. C	.....	7,000	2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
199	Society Libraries, University of N. C.	do	.....	12,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
200	Akron Library Association	Akron, Ohio	0	4,000	0	0	100	.....	50	.....	150	.....	0	0	6	.....	2	6	6	0	0
201	Young Men's Christian Association	Canton, Ohio	0	1,546	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....
202	Mount Saint Mary's Seminary	Cincinnati, Ohio	.....	12,000	4,000	12	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	0
203	Public Library	do	0	50,915	5,000	0	.....	.....	.....	.....	14,693	1,499	785	573	133	166	10	.....	.....	.....	.....
204	Library of Saint Xavier College	do	.....	16,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
205	Library of the Turner Society	do	0	4,500	.....	0	50	.....	100	.....	150	.....	0	0	6	5	3	3	5	0	0
206	Young Men's Mercantile Library	do	1,400	34,169	.....	.....	.....	.....	.....	.....	1,253	.....	206	.....	181	75	73	88	71	17	7
207	Circleville Library	Circleville, Ohio	.....	2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
208	Cleveland Public Library	Cleveland, Ohio	.....	12,756	.....	.....	.....	.....	.....	.....	2,100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
209	Western Reserve Historical Society	do	.....	2,002	3,000	51	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....
210	Ohio State Library	Columbus, Ohio	0	37,500	2,000	2,000	.....	.....	.....	.....	900	.....	400	.....	24	32	15	18	.....	.....	.....
211	Sturges Library	Delaware, Ohio	.....	9,500	1,000	0	200	.....	.....	.....	.....	.....	200	.....	20	5	0	30	10	10	0
212	Kenyon College Library	Gambier, Ohio	0	2,556	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....
213	Library of Denison University	Granville, Ohio	1,000	11,000	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	5	.....	1	8	6	.....

214	Lane Free Library	Hamilton, Ohio		2,000												33	2	7	17	10	1			
215	Marietta College	Marietta, Ohio		24,000	1,000																			
216	Young Men's Library	Norwalk, Ohio	350	3,600	500	0	175	20	0	0	175	20	20	0	48		6	30	12	0	0			
217	Sidney Library Association	Sidney, Ohio		1,157	8	0	300	4		0			10	0	5	0	0	3	5	0				
218	Excelsior Library	Springfield, Ohio		3,000											2		3	8	1	1				
219	Springfield Public Library	do		4,000													7	6	12					
220	Library Association	Portland, Oreg	0	5,330	300	0	800	30	200	0	1,000	0	100	30	92	16	9	69	23	8				
221	Alleghany Public School Library	Alleghany, Pa	0	4,500	0		90				85		5		10	3	14	16	10	4				
222	Altoona Mechanics' Library, &c	Altoona City, Pa	0	2,802		0	157				130	27			12	2	2	8	8					
223	City Library, Y. M. C. A	Erie, Pa	1,000	4,710	350	0	360	200		96	100		100		31	8	7	16	13	3				
224	Fallsington Library Company	Fallsington, Pa	0	1,540	0	0	10		0	0	10		2		0	0	0	0	0	0	0			
225	Friends' Library and Reading-Room	Germantown, Pa		3,333	194	0							650		14	26	1	9	24	3	3			
226	Pennsylvania College Library	Gettysburgh, Pa	50	18,300	2,000		100		20		100		50		40	2	15	20	5	1	2			
227	Library of Theological Seminary	do	50	10,100		20																		
228	Cassel's Library	Harleysville, Pa	0	10,000	2,000	125							0	0										
229	State Library	Harrisburgh, Pa	0	45,000	1,600																			
230	Union Library Company	Hatborough, Pa	0	7,500	0	0									4	0	0	6	4	0	0			
231	Law Library Association	Lancaster, Pa	0	3,700	0	0	75				75		0	0	0	0	0	0	0	0	0			
232	Mechanics' Library	do		4,200									150											
233	Meadville City Library	Meadville, Pa	300	1,800																				
234	Philo-Franklin Society Library	do	0	1,000	0	1	35								0	0								
235	Meadville Theological School Library	do	100	12,000	6,000	0					100	0	265	1,095	8	5	0	3	4	6	0			
236	Moravian Historical Society	Nazareth, Pa	0	1,000	2,000	88																		
237	Norristown Library Company	Norristown, Pa	0	5,100	0																			
238	Library of the Academy of Natural Sciences	Philadelphia, Pa		22,693		0					176		1,057	1,060	43	145								
239	Apprentices' Library Company	do		21,000		0	1,000		0	0	1,000		50											
240	Baptist Historical Society	do	350	6,200	14,000	2,762			112	10	112	0	190	1,000	48	1	0	35	12	1				
241	Brotherhead Library	do		35,000	300										9	22		3	31	4				
242	Historical Society of Pennsylvania	do		15,000	50,000	3,000							1,000	1,500	12									
243	Library Company of Philadelphia	do	0	95,000																				
244	Mercantile Library	do		79,000	5,000						12,000		175		320	115	115	170	104	32	14			
245	Moyamensing Literary Institute	do	0	3,000	0		250		0		250				0		5							
246	Pennsylvania Historical Society	do		800											1	2		2	1					
247	Pennsylvania Hospital	do	0	12,100	0	0									13	33		6	21	6	13			
248	Southwark Library	do	0	9,000		0									20	1	7	7	7	0	0			
249	West Philadelphia Institute	do	0	4,086		0	238		0	0	202		36	0	5	0	1	1	4					
250	Y. M. C. A. Library	do		5,289	62	0	300	10	0	0	300	10	0	0	50	12	36	70	60	2	0			
251	The Athenæum of Philadelphia	do		15,000											20	18	25	28	22	15				
252	Carpenters' Company of Philadelphia	do	0	2,000	0						270				12	0	4	1	2	0	5			
253	Young Men's Mercantile Library	Pittsburgh, Pa	0	12,200	500	0	900	150	300	0	1,100	0	100	150	78	10	22	40	20	6				
254	Young Men's C. A. Library	Bristol, R. I	0	2,070			200		0	0	175		25		8		6	5	8	0				
255	East Greenwich Free Library	East Greenwich, R.I.	550	1,800		0	60		0	0	50		10		7		0	3	0	4				
256	Foster-Manton Library	Foster Centre, R. I	25	1,250	50		20		0		15		5		0		0	0	0	0	0			
257	Kingston Library	Kingston, R. I		1,300																				
258	Lonsdale Library	Lonsdale, R. I	550	2,352	8	0					300				9	1	3	4	8	0	0			
259	People's Library	Newport, R. I	0	13,500		0					98		600				1	12	12	6				
260	Redwood Library and Athenæum	do	1,500	19,094	4,000																			
261	Slatersville Reading-Room & Library	North Smithfield, R.I	0	1,300	300										2		2	2	3	0	0			
262	Pawtucket Library Association	Pawtucket, R. I	0	4,034	0	0	172		0		98	28	46		14		1	8	4	1	0			
263	Brown University Library	Providence, R. I		41,000	10,000		200		400		600		100	500	27	10								

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Amount annually donated.	Number of volumes in library.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—								Number of publications taken.						
							American.		Foreign.		Purchased.		Donated.		American periodicals.	Foreign periodicals.	Daily.	Weekly.	Monthly.	Quarterly.	Annual, semi-annual, &c.
							Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.							
	1	2	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
264	Franklin Lyceum	Providence, R. I.	0	8,000	0	0	500	0	0	0	500	0	0	0	13	3	9	7	6	2	1
265	State Law Library	do	0	4,000	0	0	.....	.....	.....	.....	.....	.....	.....	.....	1	1	0	0	2	0	0
266	Association of Mechanics and Manufacturers.	do	0	6,600	0	0	.....	.....	.....	.....	100	4	.....	.....	23	12	4	6	22	3	.....
267	Providence Athenæum	do	0	33,237	3,000	.....	.....	.....	421	0	821	33	74	77	38	46	2	13	40	13	16
268	Library of the Union for Christian Work.	do	$200	1,600	.....	0	250	.....	63	.....	250	.....	63	.....	25	5	5	5	15	5	.....
269	Harris Institute Library	Woonsocket, R. I.	0	6,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
270	Charleston Library Society	Charleston, S. C.	.....	15,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
271	State Library	Columbia, S. C.	.....	3,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
272	Theological Seminary	do	.....	18,613	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
273	Library of University of South Carolina.	do	0	27,000	200	0	.....	.....	.....	.....	.....	.....	.....	.....	8	4	.....	.....	.....	.....	.....
274	State Library	Nashville, Tenn.	.....	18,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
275	Houston Public Library	Houston, Tex.	0	1,200	200	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	25	5	.....	.....
276	University and State Agricultural College.	Burlington, Vt.	1,200	12,871	.....	.....	.....	.....	.....	.....	.....	.....	190	.....	6	5	.....	1	2	8	.....
277	Young Men's Association	do	700	1,331	0	0	.....	0	0	0	.....	0	.....	.....	24	0	11	9	4	0	0
278	Middlebury College	Middlebury, Vt.	.....	12,500	1,500	.....	140	.....	.....	.....	45	.....	100	.....	12	5	.....	.....	.....	.....	.....
279	State Library	Montpelier, Vt.	.....	13,500	1,500	.....	700	200	20	20	200	10	100	50	8	.....	4	1	5	1	.....
280	Peabody Library	Post Mills Village, Vt.	50	2,000	150	0	0	0	0	0	150	150	50	0	4	0	0	0	0	0	0
281	Saint Johnsbury Athenæum	Saint Johnsbury, Vt.	.....	8,383	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	33	19	4	15	26	7	.....
282	Alexandria Library	Alexandria Va.	0	4,500	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
283	Emory and Henry College	Emory, Va.	0	13,580	2,300	6	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0
284	Theological Seminary	Fairfax County, Va.	.....	10,000	.....	.....	.....	.....	.....	.....	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
285	Union Theological Seminary	Hampden, Va.	.....	8,500	2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	5	0	0	1	4	0
286	Petersburgh Library Association	Petersburgh, Va.	25	3,400	0	0	0	0	0	0	143	.....	.....	.....	7	5	4	4	4	3	.....
287	University of Virginia	University of Va.	500	29,500	6,500	0	300	100	50	200	50	184	250	116	3	16	1	3	7	8	.....
288	Young Men's Association	Janesville, Wis.	.....	1,200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
289	Seminary of Saint Francis	Lake, Wis.	.....	6,000	250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
290	State Historical Society	Madison, Wis.	.....	23,505	27,025	200	.....	.....	.....	.....	.....	.....	.....	.....	25	.....	10	75	.....	.....	.....
291	Georgetown College	Georgetown, D. C.	0	30,000	500	17	.....	.....	.....	.....	.....	.....	.....	.....	6	10	.....	.....	9	5	2
292	Library of Congress	Washington, D. C.	0	246,000	50,000	2,000	.....	.....	.....	.....	10,000	2,000	400	500	200	150	.....	.....	.....	.....	.....

293	Senate Library	do		25,000														7					
294	Signal-Office United States Army	do		1,600	250	25	500									10	6						
295	Department of the Interior	do	0	6,000		0	1,000									2	1	30	10	3			
296	Department of Agriculture	do		5,500	300		300	100	200	50	350		150	150		15	47						
297	Patent-Office Library	do		22,000		0	1,000									41	88	0	34	61	18	16	
298	Bureau of Statistics	do		3,500	1,000	0										35	9	17	18	6		3	
299	War Department Library	do		11,000			200		30							20	15	1	1				
300	Surgeon General's Office	do		20,000	13,000	12										100	120						
301	United States Naval Observ'y Lib'y	do		6,000	300		20	100	50	200	25					5	16	2	6	8	5		
302	Department of State Library	do		16,500												7	11		2	11	5		
303	Bureau of Education	do	0	1,700	5,500	0	600	2,000	100	100	500	1,300	200	800	32	5	3	1	33				
304	Washington City Library	do	0	12,000	0	0					150												
305	Howard University	do		7,550	925	0	679	350										2	30	10	2		
306	Library of Washington Territory	Olympia, Wash.		5,000	1,000	0	100							150				0	0	0	0	0	

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Number of volumes not in English language.	Number of volumes in ancient classical languages.	Number of volumes in modern European languages, (continental.)	Number of volumes in Oriental languages.	Number of volumes of scientific works.	Circulating or reference library.	Open on Sundays and holidays.	Hour of closing at night.	Free or subscription library.	Number of persons using library during the year.	Number of subscribers.	Subscribers' rights extend to families.	Annual subscription per individual.	Conditions on which use of library is granted.
	1	2	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	Little Rock Mercantile Library	Little Rock, Ark	.....	0	0	0	0	C.	No.	9	Sub.	250	225	0	$4 00	Payment of subscription.
2	Odd-Fellows' Library	Petaluma City, Cal	.....	.....	.....	.....	.....	C. & R.	0	9	Sub.	100	100	Yes.	6 00	.....
3	California State Library	Sacramento, Cal	2,000	500	.....	.....	.....	R.	0	10	.....	.....	.....	.....	.....	.....
4	Mechanics' Institute Library	San Francisco, Cal	1,356	50	1,300	6	8,000	C. & R.	0	10	Sub.	.....	1,200	Yes.	6 00	Membership.
5	Mercantile Library	do	.....	.....	.....	.....	3,580	C. & R.	.....	.....	Sub.	.....	1,700	.....	12 00	.....
6	Odd-Fellows' Library	do	3,800	300	3,500	25	2,000	C. & R.	Yes.	10	Sub.	5,000	3,500	Yes.	2 00	Membership I. O. O. F., and payment of dues.
7	Woodward's Gardens Library	do	100	10	.....	.....	900	R.	Yes.	0	Free.	.....	.....	.....	.....	Admission to gardens.
8	Young Men's Christian Association	do	100	.....	.....	.....	170	C. & R.	0	10	Free.	250	.....	Yes.	6 00	Membership of Y. M. C. A.
9	Sacramento Library Association	Sacramento, Cal	52	0	52	....	158	C. & R.	Yes.	10	Sub.	.....	281	Yes.	8 00	Payment of dues.
10	Douglas Library	Canaan, Conn	0	.....	.....	....	40	C.	0	0	Free.	.....	.....	.....	.....	Free to residents of town on payment of 10 cents.
11	Danbury Library	Danbury, Conn	0	0	0	0	.....	C. & R.	0	9	Sub.	.....	296	Yes.	1 50	.....
12	Theological Institute Library	Hartford, Conn	.....	.....	.....	.....	.....	C. & R.	0	0	Free.	.....	.....	.....	.....	.....
13	Trinity College Library	do	4,000	2,500	1,500	10	2,000	C. & R.	0	0	Free.	100	.....	.....	.....	Free to officers and members of Trinity College, and by special vote to others.
14	Watkinson Library of Reference	do	.....	.....	.....	250	4,000	R.	0	0	Free.	6,000	0	.....	0	Good behavior.
15	Bill Library	Ledyard, Conn	4	.....	4	.....	.....	C.	Yes.	0	Free.	184	184	Yes.	25	Residence in town, and annual fee of 25 cents.
16	Library of Wesleyan University	Middletown, Conn	2,400	1,100	1,200	100	2,300	C. & R.	0	0	Sub.	200	.....	.....	6 00	.....
17	New Britain Institute	New Britain, Conn	360	0	360	0	100	C. & R.	0	9½	Sub.	283	33	Yes.	2 00	Payment of $1 per annum.
18	Library of American Oriental Society	New Haven, Conn	1,500*	0	.....	.....	.....	C. & R.	0	0	Free.	.....	.....	.....	.....	.....
19	Otis Library	Norwich, Conn	200	0	200	0	.....	C. & R.	0	8	Sub.	.....	.....	Yes.	.....	Payment of subscription.
20	Silas Bronson Library	Waterbury, Conn	200	0	200	0	700	C. & R.	0	10	Free.	2,500	0	.....	.....	All citizens of Waterbury.
21	Wilmington Institute	Wilmington, Del	1	0	1	0	.....	C. & R.	0	10	Sub.	1,500	571	Yes.	2 & 4 00	Election and payment of dues.
22	Georgia State Library	Atlanta, Ga	.....	.....	.....	.....	.....	R.	0	0	Free.	.....	.....	.....	.....	.....

23	Alton Public Library	Alton, Ill						C. & R.	0	0	Sub.		300	Yes.	2 00	Membership.
24	Belleville Sængerbund and Lib. Society's Library.	Belleville, Ill	3,116	235	2,881		1,131	C. & R.	Yes.	10	Sub.	269	445	Yes.	4 80	Do.
25	Illinois Industrial University Library	Champaign, Ill	1,000	271	700		4,800	R.		9	Free.	400				Attendance at university.
26	Free Library of Chicago	Chicago, Ill						R.			Free.					Good behavior.
27	Library of the Presbyterian Theological Seminary of the Northwest.	do						R.	0		Free.					
28	Young Men's Christian Association Library.	do						C. & R.		10	Free.					
29	Mercantile Library	Peoria, Ill	0	0	0	0	870	C. & R.	0	9½	Sub.		300	Yes.	4 00	Membership.
30	Quincy Library	Quincy, Ill	9	9	0	0	106	C. & R.	0	9	Sub.	175	80	0	3 00	Do.
31	Wabash College Library	Crawfordsville, Ind.						R.			Free.					
32	Whitcomb College Circulating Library.	Greencastle, Ind	1,000	300	700			C. & R.			Free.					
33	Indiana State Library	Indianapolis, Ind						R.	0	0	Free.					
34	Madison Library Association	Madison, Ind					200	C. & R.	0	0	Sub.		100	Yes.	1 to 3	Stockholder or subscriber.
35	Library of Notre Dame	Notre Dame, Ind	4,000	1,000	2,000	20	1,500	R.	Yes.	0	Free.	350				
36	The Public Library of Burlington	Burlington, Iowa	555	1	554	0	248	C. & R.	0	7	Sub.		250	Yes.	3 to 4	
37	Iowa State Library	Des Moines, Iowa	40	0	40		190	R.	0	0	Free.					Good behavior.
38	Jefferson County Library Associat'n.	Fairfield, Iowa						C. & R.			Sub.		225			Stockholders pay $3 for stock, and 5 cents per week for book.
39	State Historical Society of Iowa	Iowa City, Iowa						R.	0	0	Free.					
40	Keokuk Library Association	Keokuk, Iowa	40					C. & R.	0	9	Sub.	147	68	Yes.		Subscription.
41	Kansas State Library	Topeka, Kans	16	6	10	0		R.	0	9	Free.					Good behavior.
42	Kentucky State Library	Frankfort, Ky	30	0	30	0		R.	0	0	Free.					All State officers.
43	Louisville Law Library	Louisville, Ky	10	4	6	0	40	R.	0	0	Sub.	800	120	0	10 00	Membership.
44	Louisville Library Association	do	200	17	218	5	425	C. & R.	Yes.	10	Sub.	8,920	400	0	4 to 6	Payment of dues.
45	Fisk Free Library of the New Orleans Mechanics' Society.	New Orleans, La	500	100	200	100	100	R.	0	0	Free.					Free to all.
46	New Orleans Y. M. C. A.	do	12	0	1,033			C. & R.	0	10	Free.		480	0	2 00	Members for circulation. Free for reference.
47	Maine State Library	Augusta, Me	400	0		0	400	R.	0	0	Free.	500	0			State officers.
48	Bangor Library Association	Bangor, Me	0	0	0	0		C. & R.	0	9	Sub.		532	Yes.	8 00	Membership.
49	Bangor Mechanics' Association Library.	do						C. & R.		9	Free.	500				Do.
50	Bowdoin College Library	Brunswick, Me	3,550	500	2,800	100	2,100	C. & R.	0	0	Free.					Membership of college.
51	Bucksport Social Library	Bucksport, Me						C.	0	0	Sub.		35		1 00	Payment of subscription.
52	Gardiner Public Library	Gardiner, Me	0	0	0	0		C.	0	9	Sub.	200	200	0	50	Do.
53	Hallowell Social Library	Hallowell, Me	0	0	0	0	300	C. & R.	0	0	Sub.		40	Yes.	2 00	No restrictions.
54	Mechanics' Library	Portland, Me	0	0		0		C. & R.	0	9	Sub.	200			2 00	Payment of subscription.
55	Saco Athenæum	Saco, Me	†1	0	0	0	100	C. & R.	0	0	Sub.	70	48	Yes.	2 00	Do.
56	Skowhegan Library Association	Skowhegan, Me	0	0	0	0		C. & R.	0	8	Sub.		133	Yes.	3 00	Do.
57	Maryland State Library	Annapolis, Md	100		0	0		R.	0	10	Free.		0		0	Good behavior.
58	The Library Company of the Baltimore Bar.	Baltimore, Md			305	0	0	R.	0	11	Sub.	230	230	0	15 00	Member of Baltimore bar.
59	Maryland Institute Library	do	50	12	40		1,500	C. & R.	0	9	Sub.	1,800	2,300	0	3 to 5	Membership.
60	Mercantile Library Association	do	300	20	250	0	1,200	C. & R.	0	10	Sub.	55,000	1,700	Yes.	3 to 5	Payment of subscription.
61	Odd Fellows' Library	do	9,000	0	0	0	1,000	C. & R.	0	10	Free.					Member of I. O. O. F.
62	Peabody Institute	do						R.	0	10	Free.	2,600	0		0	Good behavior.

* "Indian."

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Number of volumes not in English language.	Number of volumes in ancient classical languages.	Number of volumes in modern European languages, (continental.)	Number of volumes in Oriental languages.	Number of volumes of scientific works.	Circulating or reference library.	Open on Sundays and holidays.	Hour of closing at night.	Free or subscription library.	Number of persons using library during the year.	Number of subscribers.	Subscribers' rights extend to families.	Annual subscription per individual.	Conditions on which use of library is granted.
	1	2	29	30	31	32	33	34	35	36	37	38	39	40	41	42
63	Amherst College Library	Amherst, Mass	4,600	1,700	2,800	100	4,000	C. & R.	0	0	Free.	340				
64	Library of Andover Theological Seminary.	Andover, Mass	5,000				400	C. & R.	0	0						
65	Beverly Public Library	Beverly, Mass	0	0	0	0	291	C. & R.	0	10	Free.	1,100				
65½	American Academy of Arts and Sciences.	Boston, Mass.						C. & R.	0	0						
66	Boston Public Library	do		4,000			25,000	C. & R.	0	10	Free.		0		0	Free to all.
67	Boston Young Men's Christian Union	do					50	C. & R.	Yes.	10	Sub.	3,000	1,000	0	1 00	Membership.
68	Congregational Library	do						R.	0	0						
69	Library of the Boston Athenæum	do						C. & R.	0	0	Sub.		617	Yes	5 00	Owning shares.
70	Library of the New England Historical Genealogical Society.	do						R.	0	0	Free.					Good behavior.
71	Library of the Y. M. C. A	do						C. & R.	0	10	Sub.	500	1,600	0	1 00	
72	Mechanic Apprentices' Library	do						C.	0	10	Free.		0		1 00	Mech'ic apprentices' only.
73	Roxbury Athenæum	do	350					C.	0	0	Sub.		200	Yes	4 00	
74	Social Law Library	do	1,000	175	825		62	C. & R.	0	0	Sub.		400	0	10 00	Membership.
75	State Library	do	1,000	0	1,000	0	1,200	R.	0	0	Free.		0		0	Good behavior.
76	Treadwell Library, Massachusetts General Hospital.	do					3,300	R.	Yes.	12	Free.	50				Officers of hospital.
77	Merrick Public Library	Brookfield, Mass						C. & R.	0	9	Free.	800				Good behavior.
78	Dana Library	Cambridge, Mass	30	7				C.	0	8	Sub.		300	0	1 00	Subscription.
79	Harvard University Library	do						C. & R.	0	0			0			Free for reference.
80	Charlestown Public Library	Charlestown, Mass	135	70	65	0	400	C. & R.	0	9	Free.	3,000	0			Good behavior.
81	Peabody Library, (branch)	Danvers, Mass	100					C. & R.	0	8	Free.	1,200				
82	Peabody Library	Georgetown, Mass						C.	0	8	Free.	850				Good behavior.
83	Sawyer Free Library	Gloucester, Mass						C. & R.			Free.		0			Do.
84	Groton Public Library	Groton, Mass						C.			Free.					
85	Harvard Public Library	Harvard, Mass	0	0	0			C. & R.		8	Free.	80				Good behavior.
86	Morse & Son's Circulating Library	Haverhill, Mass						C. & R.		10	Sub.		100	Yes	3 00	

87	Public Library Association	Hinsdale, Mass	0				200	C. & R.	0	9	Sub.		96	0	1 00	Subscribers.
88	Lancaster Town Library	Lancaster, Mass					800	C. & R.	0	9	Free.	259				Residence in town.
89	Lawrence Free Public Library	Lawrence, Mass						C. & R.	0	9	Free.					
90	Middlesex Mechanics' Association	Lowell, Mass	427	7	429	0	1,717	C. & R.	Yes.	9	Sub.	1,048	100	Yes.	2 00	Membership or subscrip'n.
91	Lynn Free Public Library	Lynn, Mass.	250	25	225		1,200	C. & R.	0	9	Free.	3,000		0		Good behavior.
92	Millbury Town Library	Millbury, Mass					300	C. & R.	0	8	Free.					Citizenship and good behavior.
93	Natick Town Library	Natick, Mass	1	1	0	0	300	C. & R.	0	8	Free.					Good behavior.
94	New Bedford Free Public Library	New Bedford, Mass	100		75	9	4,000	C. & R.	0	9	Free.	2,000				Free to all.
95	Newburyport Public Library	Newburyport, Mass.					2,000	C. & R.	0	0	Free.	5,000				
96	Newton Athenæum	Newton, Mass	2	1	1	0	50	C. & R.	0	9	Free.	200	50	Yes.	0	Share-holders by right, others by permission of directors.
97	Northampton Public Library	Northampton, Mass.	200	10	190		300	C. & R.	0	7	Free.					Residence in town.
98	Northborough Free Library	Northborough, Mass	0	0	0	0	50	C. & R.	0	9	Free.	876	0			Good behavior.
99	North Bridgewater Public Library	North Bridgewater, Mass.	6	1	3	0		C. & R.	0	8	Free.	1,650				
100	Appleton Library	N'th Brookfield, Mass						R.	0	0	Priv.					
101	Oxford Free Public Library	Oxford, Mass.	0	0	0	0		C.	0	8	Free.	300	0			Free to all.
102	Peabody Institute Library	Peabody, Mass	140					C. & R.	0	8	Free.	1,200				Good behavior.
103	Phillips Free Public Library	Phillipston, Mass						C. & R.	0	8	Free.	550				
104	Berkshire Athenæum	Pittsfield, Mass	86	2	82	2		C. & R.	0	9						
105	Public Library	Quincy, Mass						C. & R.	0	9	Free.		0			Good behavior.
106	Essex Institute	Salem, Mass	2,050	500	1,500	50	3,500	R.	0	0	Sub.		510	Yes.	3	Payment of dues.
107	Peabody Academy of Sciences	do	200				500	R.					15			Officers of academy.
108	Arms Library	Shelburne Falls, Mass	0	0	0	0	350	C. & R.	0	8	Free.		150	0	8.10	Payment of annual fee of $1.
109	City Library Association	Springfield, Mass		100	500	25	2,500	C. & R.	0	9	(*)		1,300	Yes.	1	Free for consultation; fees for use outside.
110	Jackson Library	Stockbridge, Mass		0		0		C. & R.	0	0	Free.	475	0		0	Good behavior.
111	Swampscott Town Library	Swampscott, Mass						C.		9						Five cents a week.
112	Goodenow Library	South Sudbury, Mass	0	0	0	0		C. & R.	0	9	Free.	500	0			Good behavior.
113	Taunton Public Library	Taunton, Mass	17	0	17	0	800	C. & R.	0	9	Free.	1,000				Residence.
114	Waltham Public Library	Waltham, Mass	0	0	0	0	500	C. & R.	0	9	Free.					Do.
115	Wayland Free Public Library	Wayland, Mass	132	0	132	0		C. & R.	0	9	Free.	191	0			No restrictions.
116	Westfield Athenæum	Westfield, Mass	130	20	99			C. & R.	0	9	Sub.		190	Yes.	2	
117	Town Library	Westford, Mass	0	0	0	0	50	C. & R.	Yes.	9	Free.	275	0			Free to all.
118	Weston Town Library	Weston, Mass	6					C. & R.	0	9	Free.					
119	West Roxbury Free Library	West Roxbury, Mass	1	0		1		C.	0	0	Free.	112				
120	Williams College Library	Williamstown, Mass	1,400	1,000	400		1,560	C. & R.	0	0	Sub.	400	200	0	3	Connection with college.
121	Winchendon Public Library	Winchendon, Mass	0	0	0	0	500	C.	0	9	Free.	650				Good behavior.
122	Winchester Library	Winchester, Mass	0	0				C. & R.	0		Free.	400				Do.
123	Woburn Town Library	Woburn, Mass	0	0	0	0		C.	0	9	Free.					Residence.
124	Free Public Library	Worcester, Mass	1,287	464	813	10	2,000	C. & R.	Yes.	9½	Free.	5,185				Good behavior.
125	Worcester District Medical Society Library.	do	200		200	0	2,900	C. & R.	0	9	Free.					Resident physicians.
126	Worcester Co. Mechanics' Library	do	11			1	2,000	C. & R.	0	9	Sub.	350				Membership.
127	Worcester Co. Horticultural Society Library.	do	40	0	40	0	1,000	C. & R.	0	0	Sub.					Do.
128	Albion College Library	Albion City, Mich	75	50	15	0	200	R.	0	0	Free.	75	0		0	
129	University of Michigan Library	Ann Arbor, Mich	6,000					R.	0	9½	Free.	1,800				

*Free and subscription.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Number of volumes not in English language.	Number of volumes in ancient classical languages.	Number of volumes in modern European languages, (continental.)	Number of volumes in Oriental languages.	Number of volumes of scientific works.	Circulating or reference library.	Open on Sundays and holidays	Hour of closing at night.	Free or subscription library.	Number of persons using library during the year.	Number of subscribers.	Subscribers' rights extend to families.	Annual subscription per individual.	Conditions on which use of library is granted.
	1	2	29	30	31	32	33	34	35	36	37	38	39	40	41	42
130	Detroit Mechanics' Society	Detroit, Mich	0					C. & R.			Free.	100				
131	Public Library of City of Detroit	do	1,759	380	1,335	22	1,600	C. & R.	0	9	Free.	4,000				Citizenship.
132	Detroit Young Men's Society Library	do						C. & R.	0	9½	Sub.		1,176	Yes	$2 00	Membership.
133	Ladies' Library Association	Kalamazoo, Mich		1			200	C. & R.	0	0	Sub.		250	Yes	1 00	Payment of dues.
134	Young Men's Library Association	do	0	0	0	0	900	C. & R.	0	7	Sub.	100	200	0	2 00	Do.
135	Minnesota Historical Society	Saint Paul, Minn	257	83	129	12	100	R.	0	0	Free.	3,000				Good behavior.
136	Saint Paul Library	do	10	0		0		C. & R.	0	9	Sub.		493	Yes	3 00	Payment of dues.
137	Mississippi State Library	Jackson, Miss	10	2	8		175	R.	0	0	Free.					
138	Saint Charles Catholic Library	Saint Charles, Mo	132		132			C.	Yes	0	Sub.	40	50		1 00	Payment of dues.
139	Law Library Association	Saint Louis, Mo						R.	0	10	Sub.		286	0	10 00	Members of bar.
140	Public School Library	do	800	150	650		11,000	C. & R.	Yes	10	Sub.		4,900	0	4 00	Payment of dues.
141	Saint Louis Mercantile Library	do	5,000	1,000			1,500	C. & R.	Yes	10	Sub.		3,750	Yes	5 00	Subscription.
142	Saint Louis University Library	do	5,590	1,880	3,684	26	1,240	R.								
143	Nebraska State Library	Lincoln City, Neb	0	0	0	0	15	R.	0	0						
144	Ketchum Library	Bristol, N. H	102	50	40	12	1,000	C. & R.	0	9	Free.	500	0			Good behavior.
145	Charlestown Social Library	Charlestown, N. H	0	0	0	0	12	C.	0	0	Sub.	36	36	Yes	1 00	Shareholders.
146	Concord Public Library	Concord, N. H	0	0	0	0	0	C. & R.	0	9	Free.	752				Residence.
147	New Hampshire Historical Society's Library.	do						R.								
148	State Library	do	200	50	150	0	500	R.	0	0	Free.					
149	Juvenile and Social Library	Dublin, N. H						C. & R.	Yes	0	Free.				25	
150	Town Library	Exeter, N. H					100	C. & R.	0	8	Free.	1,000	0			
151	Franklin Library Association	Franklin, N. H	0	0	0	0	47	C. & R.	0	8½	Sub.		41	Yes	1 00	
152	Hollis Social Library	Hollis, N. H	0	0	0	0		C. & R.	Yes	0	Sub.		100	Yes	50	Payment of fees.
153	Manchester City Library	Manchester, N. H						C. & R.	0	9	Free.	900				
154	Library of Literary Adelphi	New Hampton, N. H	33	7	6	20	44	C. & R.	0		Free.	400				
155	Portsmouth Athenæum	Portsmouth, N. H	100	150	250	4	100	C. & R.	0	10	Sub.				7 00	Subscribers can refer; proprietors can take out.

156	Portsmouth Mercantile Library Association.	do	0					C.	0	8	Sub.		60	Yes.	2 50	
157	Manufacturers' and Village Library.	Somersworth, N. H.	0	0	0	0	800	C. & R.	0	9	Sub.		200	Yes	1 00	
158	Library of Young Men's Christian Association.	Bridgeton, N. J	0	0	0	0		C. & R.	0	10	Sub.	7,389	220	0	1 00	Free to all.
159	Drew Theological Seminary Library.	Madison, N. J	1,000	400	600		200	C. & R.	0	0	Free.	150				
160	New Jersey Historical Society	Newark, N. J	103	11	92	0	120	R.	0	0	Sub.		212	0	2 00	Membership.
161	Hertzog Hall Library	New Brunswick, N.J						R.								
162	Young Men's Christian Association Library.	do	300					C. & R.	0	9	Sub.	350		0	2 00	Membership.
163	Fallsington Library	Trenton, N. J						C. & R.								
164	Dudley Observatory	Albany, N. Y	600	50	550	2	800	R.								
165	State Library	do						R.	0	7	Free.					
166	Young Men's Christian Association.	do	20	0	20	0	50	C. & R.	0	9	Sub.	500	950	Yes.	2 00	Membership.
167	Young Men's Association	do	100					C.	0	8	Sub.	1,000	1,300	0	3 00	Do.
168	The Long Island Historical Society.	Brooklyn, N. Y						R.			Sub.		1,100			
169	Youth's Free Library	do	0	0	0	0	500	C. & R.	0	0	Free.		1,000	0	2 00	Minors free, adults sub'n.
170	Grosvenor Library	Buffalo, N. Y	430	147	281	0	2,722	R.	0	9	Free.	23,301	0		0	Good behavior.
171	Young Men's Association	do						C. & R.	0	9	Sub.		2,000	Yes.	3 00	Payment of dues.
172	Mechanics' Institute	do						C.	0	9	Sub.					Do.
173	Flushing Library Association	Flushing, N. Y	6	0	6	0	250	C. & R.	0	8½	Sub.	150	171	Yes.	2 00	Do.
174	Wadsworth Library	Genesco Village, N.Y				0		C. & R.	0	8½	Free.	783				Good behavior.
175	Hamilton Theological Seminary	Hamilton, N. Y						R.								
176	Hornell Library	Hornellsville, N. Y					200	C. & R.	0	8½	Sub.		300	Yes.	1 00	Good behavior.
177	Franklin Library Association	Hudson, N. Y	0	0	0	0	200	C.	0	9	Sub.	150	200	Yes.	4 00	Subscription.
178	Library of American Bible Society.	New York, N. Y						R.	0	0						
179	Apprentices' Library	do	100	10	90	0		C. & R.	0	9	Sub.	7,000	200		2 00	Apprentices free; others, subscription.
180	Astor Library	do	40000	3,000	30000	2500	43000	R.	0	0	Free.	28,000	0		0	Good behavior.
181	Mercantile Library Association	do	25000					C. & R.	Yes.	10	Sub	12,358	10413	Yes.	4 & 5	Payment of dues.
182	City Library	do	500	0	0	0	500	R.	0	0	Free.		0		0	
183	Eclectic Library	do	5,000	100	4,900	0	700	C.	0	9	Sub.		1,100	Yes.	6 00	
184	New York Society Library	do	10200	1,100	9,000	50		C. & R.	0	0	Sub.	1,200	1,200	Yes.	15 00	Membership.
185	Union Theological Seminary	do	20000	10000	4,000	500		C. & R.	0	0	Free.	250				Satisfactory recommend'n.
186	Washington Heights	do	26	8	18	0	8	C. & R.	0	10	Sub.	90	121	0	3 00	Payment of dues.
187	Young Men's Christian Association.	do	271	13	258		459	R.	Yes.	10	Free.	600				Good behavior.
188	Oswego City Library	Oswego, N. Y	249	141	138		200	R.	0	9	Free.	5,000				Do.
189	Public School Library	do						C. & R.			Free.					Teachers and pupils.
190	Rochester Athenæum and Mechanics' Association.	Rochester, N. Y	120	0		0	150	C. & R.	0	9	Sub.	500	700	Yes.	3 00	Payment of dues.
191	Public School Central Library	do	0	0	0	0	600	C. & R.	0	0	Free.	3,500				Residence.
192	Rochester Theological Seminary	do	4,800	1,000	3,700	100	100	C. & R.	0	0	Free.	100	0	0	0	
193	Library of University of Rochester.	do						C. & R.	0	0	Free.	250				
194	Union College Library	Schenectady, N. Y		1,000	800	100	3,000	C. & R.	0	0	Free.	150	0	0	0	Member of college.
195	Central Library	Syracuse, N. Y	615	0	615			C. & R.	0	8	Free.			Yes		Residence in city.
196	Y. M. C. A. Library	do						C. R &			Free.					
197	Troy Young Men's Association	Troy, N. Y	100	40	60	1	1,000	C. & R.	0	8	Sub.		1,400	Yes.	3 00	Payment of dues.
198	University Library	Chapel Hill, N. C		1,000	200		2,000	C. & R.	0	0						
199	Society Libraries, University of N. C.	do						C. & R.								
200	Akron Library Association	Akron, Ohio	5					C. & R.	0	8½	Sub.			Yes.	3 00	Membership.
201	Young Men's Christian Association.	Canton, Ohio						C. & R.		10	Sub.	25			3 00	Payment of dues.
202	Mount Saint Mary's Seminary	Cincinnati, Ohio	7,000	2,500	4,000	10		C. & R.								Connection with seminary.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Number of volumes not in English language.	Number of volumes in ancient classical languages.	Number of volumes in modern European languages, (continental.)	Number of volumes in Oriental languages.	Number of volumes of scientific works.	Circulating or reference library.	Open on Sundays and holidays.	Hour of closing at night.	Free or subscription library.	Number of persons using library during the year.	Number of subscribers.	Subscribers' rights extend to families.	Annual subscription per individual.	Conditions on whie h use of library is granted.
	1	2	29	30	31	32	33	34	35	36	37	38	39	40	41	42
203	Public Library	Cincinnati, Ohio	.....	300	6,000	.....	.....	C. & R.	Yes	10	Free.	.....	0	.....	.....	
204	Library of Saint Xavier College	do	.....	.....	.....	.....	.....	R.	.....	.....	.....	.....	.....	.....	.....	
205	Library of the Turner Society	do	4,200	.....	4,200	0	1,200	C. & R.	Yes	9	Sub.	.....	0	.....	.....	Membership.
206	Young Men's Mercantile Library	do	.....	.....	.....	.....	.....	C. & R.	Yes	10	Sub.	.....	2,750	Yes	$5 00	Payment of dues.
207	Circleville Library	Circleville, Ohio	.....	.....	.....	.....	.....	C. & R.	.....	.....	.....	.....	.....	.....	.....	
208	Cleveland Public Library	Cleveland, Ohio	.....	.....	.....	.....	.....	C. & R.	.....	.....	Free.	.....	.....	.....	.....	
209	Western Reserve Historical Society	do	24	10	12	0	.....	R.	0	0	Sub.	.....	.....	.....	5 00	
210	Ohio State Library	Columbus, Ohio	.....	.....	.....	.....	.....	R.	0	9	Free.	.....	0	.....	.....	Good behavior.
211	Sturges Library	Delaware, Ohio	.....	.....	.....	.....	.....	C. & R.	0	0	Free.	400	.....	.....	.....	Membership of college.
212	Kenyon College Library	Gambier, Ohio	.....	300	.....	.....	300	R.	.....	.....	Free.	.....	.....	.....	.....	Do.
213	Library of Denison University	Granville, Ohio	.....	.....	.....	.....	.....	C. & R.	0	0	Free.	175	.....	.....	.....	Connection with Univer'y.
214	Lane Free Library	Hamilton, Ohio	75	.....	.....	.....	275	R.	Yes	9½	Free.	9,120	.....	.....	.....	Good behavior.
215	Marietta College	Marietta, Ohio	2,000	1,000	1,000	25	1,400	R.	0	0	.....	.....	.....	.....	.....	
216	Young Men's Library	Norwalk, Ohio	0	0	0	0	200	C. & R.	0	9	Sub.	350	350	Yes	3 00	
217	Sidney Library Association	Sidney, Ohio	0	0	.....	.....	.....	C. & R.	0	10	Sub.	.....	70	Yes	4 00	Payment of dues.
218	Excelsior Library	Springfield, Ohio	150	75	.....	.....	800	C. & R.	0	10	.....	.....	.....	0	.....	
219	Springfield Public Library	do	0	.....	.....	.....	400	C. & R.	0	9	Free.	.....	.....	.....	.....	
220	Library Association	Portland, Oreg	50	3	50	0	550	C. & R.	0	10	Sub.	1,000	350	Yes	12 00	Payment of dues.
221	Allegheny Public School Library	Allegheny, Pa	2	0	.....	0	240	C. & R.	0	9	Free.	.....	.....	.....	.....	Residence in city.
222	Altoona Mechanics' Library, &c	Altoona City, Pa	2	0	2	0	269	C. & R.	0	10	Sub.	120	120	Yes	3 00	
223	City Library, Y. M. C. A	Erie, Pa	1	0	0	0	300	C. & R.	0	9	Sub.	700	700	Yes	3 00	Membership.
224	Fallsington Library Company	Fallsington, Pa	0	0	0	0	0	C. & R.	0	0	Sub.	30	30	Yes	1 00	Payment of dues.
225	Friends' Library and Reading-Room	Germantown, Pa	240	0	242	0	490	C. & R.	0	9½	Free.	263	.....	.....	.....	Free to all.
226	Pennsylvania College Library	Gettysburgh, Pa	.....	.....	.....	.....	.....	C. & R.	0	0	Free.	160	.....	.....	.....	
227	Library of Theological Seminary	do	7,000	.....	6,000	.....	.....	R.	0	0	Free.	50	.....	.....	.....	Connection with Seminary.
228	Cassel's Library	Harleysville, Pa	2,000	.....	2,000	.....	400	R.	Yes	10	Free.	.....	0	.....	0	Good behavior.
229	State Library	Harrisburgh, Pa	3,000	.....	.....	.....	.....	R.	0	9	Free.	.....	.....	.....	.....	
230	Union Library Company	Hatborough, Pa	0	0	0	0	340	C.	0	0	Sub.	.....	130	Yes	1 50	
231	Law Library Association	Lancaster, Pa	25	0	25	0	0	R.	0	0	Sub.	60	60	0	5 00	Membership.
232	Mechanics' Library	do	40	.....	.....	.....	170	C. & R.	0	9	Sub.	160	120	Yes	1 50	

233	Meadville City Library	Meadville, Pa						C.	0	9	Sub		150	0	1 00	Payment of dues.
234	Philo-Franklin Society Library	do	2	1		1		C. & R.	0	10	Free.	25		0	1 00	Membership.
235	Meadville Theological School Library	do						C. & R.	0	0	Free.	50	0	Yes	0 00	Good behavior.
236	Moravian Historical Society	Nazareth, Pa					0	R.	0	0						
237	Norristown Library Company	Norristown, Pa						C. & R.	0	0	Sub		160	Yes	4 00	Payment of dues.
238	Library of the Academy of Natural Sciences.	Philadelphia, Pa					22,693	R.	Yes	0	Free.					Membership, and introduction by members.
239	Apprentices' Library Company	do						C. & R.	0	9	Sub	2,269	330		2 00	Free to young persons making their own living.
240	Baptist Historical Society	do	81	11	16	54	0	C. & R.	0	0	Free.					
241	Brotherhead Library	do	4,000	50	4,000	0	200	C.	0	9	Sub		1,500		5 00	Payment of dues.
242	Historical Society of Pennsylvania	do						R.	0	10	Free.					
243	Library Company of Philadelphia	do						C.	0	0	Sub		969		5 00	To stockholders only.
244	Mercantile Library	do	6,000				10,500	C. & R.	Yes	10	Sub		11,500	Yes	6 00	
245	Moyamonsing Literary Institute	do	0	0	0	0	0	C.	0	9	Free.	1,417	0	0	0	Good behavior.
246	Pennsylvania Historical Society	do						C. & R.	0	0	Sub					Membership of society.
247	Pennsylvania Hospital	do						C. & R.	0	0	Sub			0	3 00	Students or physicians, and payment of dues.
248	Southwark Library	do						C. & R.	0	10	Sub	500	150	Yes	2 00	Payment of dues.
249	West Philadelphia Institute	do						C. & R.	0	9	Sub	182	200	0	3 00	Do.
250	Y. M. C. A. Library	do	0	0	0	0	346	C. & R.	0	10	Sub	1,317	2,734	Yes	2 00	Membership.
251	The Athenæum of Philadelphia	do						C. & R.	0	10	Sub		320	0	5 00	Do.
252	Carpenters' Company of Philadelphia	do	24	0	24	0		C. & R.	0	0	Free.					Do.
253	Young Men's Mercantile Library	Pittsburgh, Pa	12	5	7		800	C. & R.	0	10	Sub		1,210	0	4 00	Do.
254	Young Men's C. A. Library	Bristol, R. I.	1		1			C. & R.	0	9½	Sub		221	0	1 00	Payment of dues.
255	East Greenwich Free Library	East Greenwich, R.I.			10	0		C. & R.	0	9	Free.	500				Free to all.
256	Foster-Manton Library	Foster Centre, R. I.	20					C. & R.	0	0	Sub	800		Yes	1 00	
257	Kingston Library	Kingston, R. I						C. & R.								
258	Lonsdale Library	Lonsdale, R. I.	0	0	0	0	112	C. & R.	0	9½	Sub	245	121	0	1 00	Payment of dues.
259	People's Library	Newport, R. I.		0		0		C. & R.	0	9	Free.	1,500	0	0	0	Free to all.
260	Redwood Library and Athenæum	do						C. & R.	0	9						
261	Slatersville Reading-Room & Library	North Smithfield, R.I					12	C. & R.	0	9	Free.					Good behavior.
262	Pawtucket Library Association	Pawtueket, R. I.	2	0	0	0		C. & R.	0	9	Sub	1,330	260	Yes	2 00	Payment of dues.
263	Brown University Library	Providence, R. I.	20, 000					C. & R.	0	0	Free.					Free for students.
264	Franklin Lyceum	do	10	0	10	0	500	C.	0	9	Sub		850	Yes.	3 00	Membership.
265	State Law Library	do	51	3	48	0	0	R.	0	0	Free.		0	0	0	
266	Association of Mechanics and Manufacturers.	do	0	0	0	0	750	C. & R.	0	9	Sub	800	800	Yes.	2 00	Payment of dues.
267	Providence Athenæum	do						C. & R.	0	9	Sub	654	654	Yes.	5 00	Shareholders.
268	Library of the Union for Christian Work.	do	0		0	0		C. & R.	0	10	Free.	200				Good behavior.
269	Harris Institute Library	Woonsocket, R. I.					500	C. & R.	0	9	Free.					
270	Charleston Library Society	Charleston, S. C						C. & R.			Sub		70	Yes.	6 00	Membership.
271	State Library	Columbia, S. C						R.			Free.					
272	Theological Seminary	do						R.			Free.					Students.
273	Library of University of South Carolina.	do						C. & R.	0	0	Free.					
274	State Library	Nashville, Tenn						R.			Free.					
275	Houston Public Library	Houston, Tex						C.	0	9	Sub			0	10 00	
276	University and State Agricultural College.	Burlington, Vt						C. & R.	0	0						
277	Young Men's Association	do	0	0	0	0	200	C. & R.	0	8½	Sub	250	520	Yes.	3 00	Membership.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Number of volumes not in English language.	Number of volumes in ancient classical languages.	Number of volumes in modern European languages, (continental.)	Number of volumes in Oriental languages.	Number of volumes of scientific works.	Circulating or reference library.	Open on Sundays and holidays.	Hour of closing at night.	Free or subscription library.	Number of persons using library during the year.	Number of subscribers.	Subscribers' rights extend to families.	Annual subscription per individual.	Conditions on which use of library is granted.
	1	2	29	30	31	32	33	34	35	36	37	38	39	40	41	42
278	Middlebury College	Middlebury, Vt	1,500	1,000	500	....	1,000	C. & R.	0	0	.....	.....	.....	.....	.....	Students and graduates.
279	State Library	Montpelier, Vt	200	25	175	0	100	R.	0	10	Free.	.....	.....	.....	.....	Free to all.
280	Peabody Library	Post Mills Village, Vt	0	0	0	0	100	C. & R.	0	9	Sub.	300	300	Yes.	$0 35	Payment of dues.
281	Saint Johnsbury Athenæum	Saint Johnsbury, Vt.	0	.....	.....	....	900	C. & R.	0	9	Free.	1,300	.....	.....	.....	Good behavior.
282	Alexandria Library	Alexandria, Va	.....	.....	.....	.....	.....	C.	0	9	Sub.	250	250	Yes.	3 00	Payment of dues.
283	Emory and Henry College	Emory, Va	120	70	40	10	.....	C. & R.	0	....	.....	200	.....	.....	.....	Students and faculty.
284	Theological Seminary	Fairfax County, Va.	.....	.....	.....	....	.....	C. & R.	.....	.....	.....	50	.....	.....	.....	.....
285	Union Theological Seminary	Hampden, Va	.....	.....	.....	....	.....	C. & R.	0	0	.....	65	.....	.....	.....	Students and faculty.
286	Petersburgh Library Association	Petersburgh, Va	.....	.....	.....	0	.....	C.	0	8	Sub.	.....	.....	Yes.	6 00	Payment of dues.
287	University of Virginia	University of Va	7,300	2,045	2,150	21	10,794	C. & R.	0	0	Free.	470	0	.....	.....	Membership of college.
288	Young Men's Association	Janesville, Wis	.....	.....	.....	....	74	C. & R.	0	10	Sub.	.....	175	Yes.	3 00	Payment of dues.
289	Seminary of Saint Francis	Lake, Wis	5,000	2,000	3,000	....	.....	R.	.....	.....	.....	.....	.....	.....	.....	.....
290	State Historical Society	Madison, Wis	6,000	.....	.....	....	.....	R.	0	9	Free.	28,000	0	.....	.....	Good behavior.
291	Georgetown College	Georgetown, D. C	20,000	10,000	9,080	20	3,000	R.	Yes.	0	Free.	.....	.....	.....	.....	Permission coll. authorit's.
292	Library of Congress	Washington, D. C	.....	.....	.....	....	.....	R.	0	0	Free.	.....	.....	.....	.....	.....
293	Senate Library	do	.....	.....	.....	....	.....	R.	.....	....	.....	.....	.....	.....	.....	For Senators only.
294	Signal-Office United States Army	do	500	0	150	1	1,600	R.	.....	....	.....	.....	.....	.....	.....	Use of Signal-Office.
295	Department of the Interior	do	500	1	449	0	835	C. & R.	0	0	Free.	.....	.....	.....	0	Employés of the Dep't.
296	Department of Agriculture	do	500	.....	.....	....	.....	C. & R.	.....	.....	.....	.....	.....	.....	.....	.....
297	Patent-Office Library	do	10,000	10	9,900	....	11,000	R.	0	0	Free.	.....	.....	.....	.....	.....
298	Bureau of Statistics	do	300	0	300	0	190	R.	0	0	Free.	.....	.....	.....	.....	.....
299	War Department Library	do	3,000	.....	.....	....	4,000	C. & R.	0	0	.....	.....	.....	.....	.....	.....
300	Surgeon-General's Office	do	.....	.....	.....	....	.....	R.	0	0	Free.	.....	.....	.....	.....	Free to all.
301	United States Naval Observ'y Lib'y	do	4,000	100	3,000	10	5,500	R.	0	0	Free.	150	.....	.....	.....	.....
302	Department of State Library	do	.....	.....	.....	....	.....	R.	0	0	Free.	.....	.....	.....	.....	Permission Sec'y of State.
303	Bureau of Education	do	350	50	300	0	100	R.	0	0	Free.	.....	.....	.....	.....	.....
304	Washington City Library	do	100	0	100	0	.....	C. & R.	Yes.	10	Sub.	.....	400	Yes.	3 00	Payment of dues.
305	Howard University	do	500	75	495	30	294	C. & R.	0	0	Free.	150	.....	.....	.....	Member of university.
306	Library of Washington Territory	Olympia, Wash	50	20	.....	....	20	R.	0	0	Free.	.....	0	.....	0	.....

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Age required in readers or borrowers.	Number of books allowed to be taken out at a time.	Number of weeks books allowed to be retained.	Average weekly circulation.	Average weekly number of readers at library.	Average weekly number of books used by readers at library.	Percentages of books borrowed.			Sets of patents. (a)			Number of volumes printed before A. D. 1500.	Number of volumes in bibliographical collection.	Who purchase books for the library?	Are readers and borrowers invited to nominate books for purchase?
									Juvenile.	English prose fiction.	Grave, literary, or scientific.	United States.	British.	French.				
	1	2	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
1	Little Rock Mercantile Library	Little Rock, Ark	0	1	1–4	50	20	.....	0	75	25	0	0	0	0	0	Committee on books and donations.	Yes.
2	Odd-Fellows' Library	Petaluma City, Cal	....	2	2	50	.....	.....	....	....	....	1	0	0	0	.....	Trustees	Yes.
3	California State Library	Sacramento, Cal	....	....	....	.....	.....	.....	....	....	....	1	0	0	0	500	Librarian	Yes.
4	Mechanics' Institute Library	San Francisco, Cal	0	2	2	1,500	700	2,000	15	55	30	1	†1	0	0	30	do	Yes.
5	Mercantile Library	do	....	....	....	1,630	.....	3,450	10	75	15	....	....	....	....	257	.....	Yes.
6	Odd-Fellows' Library	do	....	2	2–3	1,250	700	.....	20	55	25	1	†1	0	1	75	Committee and librarian	Yes.
7	Woodward's Gardens Library	do	....	0	....	.....	.....	.....	....	....	....	0	0	....	....	.....	Proprietor	.....
8	Young Men's Christian Association	do	0	2	4	.....	100	.....	....	60	15	1	0	0	....	.....	General secretary and librarian	.....
9	Sacramento Library Association	Sacramento, Cal	0	1	2	120	.....	.....	0	80	20	1	0	0	0	.....	Committee	Yes.
10	Douglas Library	Canaan, Conn	0	4–8	8	.....	.....	.....	....	....	....	....	....	....	....	.....	Librarian	Yes.
11	Danbury Library	Danbury, Conn	12	3	2	230	0	0	50	50	0	0	0	0	0	.....	Committee	Yes.
12	Theological Institute Library	Hartford, Conn	....	6	3	.....	.....	.....	....	....	....	....	....	....	....	.....	.....	.....
13	Trinity College Library	do	....	2	2	30	15	.....	0	15	85	0	0	0	10	50	Committee and librarian	Yes.
14	Watkinson Library of Reference	do	15	0	0	0	115	.....	0	0	....	0	0	0	0	2,000	Librarian	Yes.
15	Bill Library	Ledyard, Conn	0	1	3	34	0	0	50	....	....	0	0	0	0	.....	The founder	Yes.
16	Library of Wesleyan University	Middletown, Conn	....	2	2	100	50	75	0	10	75	0	0	0	....	100	Librarian	Yes.
17	New Britain Instituto	New Britain, Conn	16	1	2	215	200	.....	....	....	....	0	0	0	0	.....	Chairman of committee	Yes.
18	Library of American Oriental Society	New Haven, Conn	....	....	....	.....	.....	.....	....	....	....	....	....	....	....	.....	.....	.....
19	Otis Library	Norwich, Conn	0	1	2	.....	.....	.....	....	....	....	1	0	0	0	.....	.....	Yes.
20	Silas Bronson Library	Waterbury, Conn	0	1	2	1,200	.....	.....	25	55	20	1	0	0	0	40	Library committee	Yes.
21	Wilmington Instituto	Wilmington, Del	15	2	4	500	300	150	20	30	20	1	0	0	1	.....	do	Yes.
22	Georgia State Library	Atlanta, Ga	....	....	....	.....	.....	.....	....	....	....	....	....	....	....	.....	.....	.....
23	Alton Public Library	Alton, Ill	0	2	2	400	200	.....	....	....	....	....	....	....	....	.....	Two or three ladies	Yes.
24	Belleville Saengerbund and Lib. Society's Library.	Belleville, Ill	0	(*)	1	200	.....	.....	30	10	16	1	0	0	0	.....	Librarian	Yes.
25	Illinois Industrial University Library	Champaign, Ill	15	0	0	4,500	.....	4,500	....	....	....	1	....	....	....	.....	Regent and librarian	.....
26	Free Library of Chicago	Chicago, Ill	....	....	....	.....	.....	.....	....	....	....	....	‡1	....	....	.....	.....	.....
27	Library of the Presbyterian Theological Seminary of the Northwest.	do	....	....	....	.....	.....	.....	....	....	....	0	0	0	....	.....	Librarian	.....

(a) Volumes of drawings and specifications. * No limit. † Abridgment. ‡ Complete set.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Age required in readers or borrowers.	Number of books allowed to be taken out at a time.	Number of weeks books allowed to be retained.	Average weekly circulation.	Average weekly number of readers at library.	Average weekly number of books used by readers at library.	Percentages of books borrowed.			Sets of patents.			Number of volumes printed before A. D. 1500.	Number of volumes in bibliographical collection.	Who purchase books for the library?	Are readers and borrowers invited to nominate books for purchase?
									Juvenile.	English prose fiction.	Grave, literary, or scientific.	United States.	British.	French.				
	1	2	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
28	Young Men's Christian Association Library.	Chicago, Ill	....	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	Mercantile Library	Peoria, Ill	0	2	3	350	200	.....	10	70	20	0	0	0	....	.....	Book committee	Yes.
30	Quincy Library	Quincy, Ill	0	2	2	200	0	0	15	66	19	1	0	0	0	140	Directors	Yes.
31	Wabash College Library	Crawfordsville, Ind	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Whitcomb College Circulating Library.	Greencastle, Ind	....	2	2	75	.....	.....	.....	.....	.....	.....	0	0	12	.....	Librarian	.....
33	Indiana State Library	Indianapolis, Ind	....	.....	.....	.....	500	1,200	....	.....	.....	1	0	0	0	.....	do	.....
34	Madison Library Association	Madison, Ind	0	2	2	100	.....	.....	.....	.....	.....	0	0	0	0	.....		Yes.
35	Library of Notre Dame	Notre Dame, Ind	....	*	2	200	200	300	0	15	80	1	0	0	0	.....	Chief librarian	0
36	The Public Library of Burlington	Burlington, Iowa	....	1	2	160	75	.....	25	34	33	0	0	0	0	.....	Library committee	Yes.
37	Iowa State Library	Des Moines, Iowa	....	2	1½	.....	50	500	....	.....	.....	1	0	0	0	.....	Ex. committee	Yes.
38	Jefferson County Library Associat'n.	Fairfield, Iowa	....	.....	.....	13	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	State Historical Society of Iowa	Iowa City, Iowa	....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	.....	.....	.....
40	Keokuk Library Association	Keokuk, Iowa	0	2	2	60	30	69	.....	.....	.....	0	0	0	0	.....	Library committee	Yes.
41	Kansas State Library	Topeka, Kans	....	0	.....	.....	.....	.....	.....	.....	.....	1	0	0	0	.....	Directors	.....
42	Kentucky State Library	Frankfort, Ky	....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	Librarian	.....
43	Louisville Law Library	Louisville, Ky	....	*	1	.....	150	325	0	....	100	0	0	0	2	0	President	0
44	Louisville Library Association	do	14	1	2	250	300	100	†	66	34	0	0	0	1	450	Committee of five	Yes.
45	Fisk Free Library of the New Orleans Mechanics' Society.	New Orleans, La	0	0	0	0	.....	.....	0	0	0	1	0	0	.....	.....	Library committee	Yes.
46	New Orleans Y. M. C. A.	do	0	1	2	40	60	.....	0	.....	.....	0	0	0	0	0		0
47	Maine State Library	Augusta, Me	....	3	3	40	60	100	....	.....	.....	1	0	0	....	.....	Librarian	Yes.
48	Bangor Library Association	Bangor, Me	0	4	3	846	.....	.....	.....	.....	.....	1	0	0	0	.....	do	Yes.
49	Bangor Mechanics' Association Library.	do	....	2	3	200	.....	.....	30	.....	.....	.....	.....	.....	.....	.....	Committee	Yes.
50	Bowdoin College Library	Brunswick, Me	....	3	4	.....	.....	.....	.....	.....	.....	0	0	0	1	.....	Faculty	0
51	Bucksport Social Library	Bucksport, Me	....	2	5	.....	.....	.....	.....	.....	.....	0	0	0	....	.....	Committee	.....
52	Gardiner Public Library	Gardiner, Me	0	1	4	100	.....	.....	33	60	*7	1	0	0	0	.....	Directors	Yes.
53	Hallowell Social Library	Hallowell, Me	0	2	4	40	0	.....	.....	.....	.....	0	0	0	0	.....	Librarian	Yes.
54	Mechanics' Library	Portland, Me	0	3	2	300	.....	.....	20	40	20	1	0	0	0	.....	Library committee	Yes.
55	Saco Athenæum	Saco, Me	0	2	2	70	0	0	20	10	5	1	0	0	0	.....	Committee	Yes.

56	Skowhegan Library Association	Skowhegan, Me	0	2	3	100	70	.....	15	90	5	1	0	0	0	.....	.....	Yes.
57	Maryland State Library	Annapolis, Md	16	8	2	.....	.....	.....	.....	.....	.....	1	0	0	0	.....	Committee	0
58	The Library Company of the Baltimore Bar.	Baltimore, Md	....	*	*	.....	.....	.....	0	0	0	0	0	0	0	0	Librarian	Yes.
59	Maryland Institute Library	do	0	2	2	1,000	1,000	1,000	40	40	20	1	0	0	.....	.....	Committee	Yes.
60	Mercantile Library Association	do	0	2	1	600	1,500	.....	....	75	22	1	0	0	1	300	Librarian	0
61	Odd Fellows' Library	do	21	2	2	.....	.....	.....	.....	.....	.....	1	0	0	0	.....	Directors	Yes.
62	Peabody Institute	do	16	....	0	.....	.....	.....	0	11	85	1	1	1	....	1,000	Provost and librarian	Yes.
63	Amherst College Library	Amherst, Mass	....	3	4	216	80	175	0	1-6	5-6	0	0	0	2	.....	Library committee	Yes.
64	Library of Andover Theological Seminary.	Andover, Mass	.....	8	4	.....	.....	.....	.....	.....	.....	0	0	0	.....	.....	.....	.....
65	Beverly Public Library	Beverly, Mass	14	1	3	256	.....	.....	0	62	38	0	0	0	0	.....	Trustees	Yes.
65½	American Academy of Arts and Sciences.	Boston, Mass	....	6	13	.....	30	.....	0	0	100	0	0	0	.....	.....	.....	.....
66	Boston Public Library	do	14	2	2	9,000	.....	675	(5	5)	45	1	1	1	12	5,000	Superintendents	Yes.
67	Boston Young Men's Christian Union	do	14	1	2	300	2,000	.....	5	70	25	0	0	0	0	.....	Library committee	Yes.
68	Congregational Library	do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....
69	Library of the Boston Athenæum	do	0	4	4	550	.....	.....	0	50	50	0	0	0	41	1,275	Librarian	Yes.
70	Library of the New England Historical Genealogical Society.	do	0	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	1	.....	Library committee	.....
71	Library of the Y. M. C. A	do	0	1	2	25	.....	.....	.....	.....	.....	0	0	0	.....	.....	Librarian	Yes.
72	Mechanic Apprentices' Library	do	‡21	2	2	.....	.....	.....	(6	0)	40	0	0	0	0	.....	.....	Yes.
73	Roxbury Athenæum	do	0	3	2	180	.....	.....	0	60	40	0	0	0	.....	.....	Committee	.....
74	Social Law Library	do	0	2	1-7	.....	.....	.....	.....	.....	.....	0	0	0	4	50	President and library committee	Yes.
75	State Library	do	0	.....	.....	0	.....	.....	0	0	0	1	0	0	0	.....	Librarian	Yes.
76	Treadwell Library, Massachusetts General Hospital.	do	....	0	.....	.....	.....	.....	.....	.....	.....	0	0	0	.....	.....	Officers	Yes.
77	Merrick Public Library	Brookfield, Mass	14	1	2	167	.....	.....	.....	.....	.....	0	0	0	0	0	Trustees	Yes.
78	Dana Library	Cambridge, Mass	0	1	2	240	.....	.....	.....	.....	.....	1	0	0	0	.....	Librarian	Yes.
79	Harvard University Library	do	0	3	4	.....	.....	.....	.....	.....	.....	.....	0	0	0	.....	Faculty	Yes.
80	Charlestown Public Library	Charlestown, Mass	16	1	2	1,362	.....	.....	0	75	25	0	0	0	0	30	Librarian	Yes.
81	Peabody Library, (branch)	Danvers, Mass	15	1	2	300	.....	.....	0	65	35	0	0	.....	.....	.....	Library committee	Yes.
82	Peabody Library	Georgetown, Mass	12	1	4	250	.....	.....	33	34	33	0	0	0	0	.....	Committee	Yes.
83	Sawyer Free Library	Gloucester, Mass	14	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	do	.....
84	Groton Public Library	Groton, Mass	14	1	3	25	.....	.....	.....	.....	.....	0	.....	.....	.....	.....	"The 3"	No.
85	Harvard Public Library	Harvard, Mass	14	2	4	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Committee	Yes.
86	Morse & Son's Circulating Library	Haverhill, Mass	....	1	2	100	.....	.....	10	.....	.....	0	0	0	0	0	.....	.....
87	Public Library Association	Hinsdale, Mass	12	1	2	50	6	.....	50	30	20	0	0	0	0	.....	.....	0
88	Lancaster Town Library	Lancaster, Mass	14	3	3	171	.....	.....	(6	4)	36	0	0	0	0	18	.....	Yes.
89	Lawrence Free Public Library	Lawrence, Mass	14	3	2	2,500	.....	.....	1-3	.....	.....	.....	.....	.....	.....	.....	Library committee	Yes.
90	Middlesex Mechanics' Association	Lowell, Mass	0	1	2	350	13	.....	.....	.....	.....	1	0	0	0	.....	Directors	Yes.
91	Lynn Free Public Library	Lynn, Mass	14	1	2	1,100	70	160	0	67	33	1	0	0	0	.....	Librarian and committee	Yes.
92	Millbury Town Library	Millbury, Mass	.....	.....	.....	.....	.....	.....	20	75	5	0	0	0	0	400	Trustees	Yes.
93	Natick Town Library	Natick, Mass	14	1	4	.....	.....	.....	40	50	10	0	0	0	0	.....	Library committee	0
94	New Bedford Free Public Library	New Bedford, Mass	16	1	2	1,000	.....	.....	.....	.....	.....	1	0	0	0	.....	Superintendent and librarian	Yes.
95	Newburyport Public Library	Newburyport, Mass	16	1	2	600	.....	.....	33	50	....	1	0	0	0	21	Committee	Yes.
96	Newton Athenæum	Newton, Mass	0	1	4	85	0	0	33	33	13	0	0	0	0	.....	Committee of three	Yes.
97	Northampton Public Library	Northampton, Mass	12	1	2	300	.....	.....	25	50	25	1	0	0	.....	.....	Library committee	Yes.
98	Northborough Free Library	Northborough, Mass	14	1	2	175	0	0	2	70	28	0	0	0	0	0	Committee	Yes.

* Not specified. † Small. ‡ Under.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Age required in readers or borrowers.	Number of books allowed to be taken out at a time.	Number of weeks books allowed to be retained.	Average weekly circulation.	Average weekly number of readers at library.	Average weekly number of books used by readers at library.	Percentages of books borrowed.			Sets of patents.			Number of volumes printed before A. D. 1500.	Number of volumes in bibliographical collection.	Who purchase books for the library?	Are readers and borrowers invited to nominate books for purchase?
									Juvenile.	English prose fiction.	Grave, literary, or scientific.	United States.	British.	French.				
	1	2	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
99	North Bridgewater Public Library	North Bridgewater, Mass.	15	1	2	500	.....	.....	(6	0)	40	0	0	0	0	0	Library committee	Yes.
100	Appleton Library	N'th Brookfield, Mass	....	....	....	.....	.....	.....	....	....	....	0	0	0	....	.....	Librarian	.....
101	Oxford Free Public Library	Oxford, Mass	15	1	3	125	0	0	33	25	13	0	0	0	0	.....	Library committee	Yes.
102	Peabody Institute Library	Peabody, Mass	15	1	2	900	.....	.....	.....	.....	.....	1	0	0	0	.....	Committee	Yes.
103	Phillips Free Public Library	Phillipston, Mass	10	1	4	175	.....	.....	33	.....	50	.....	.....	.....	0	.....	The selectmen	Yes.
104	Berkshire Athenæum	Pittsfield, Mass	....	....	....	.....	.....	.....	.....	.....	.....	1	.....	.....	0	15	.....	.....
105	Public Library	Quincy, Mass	14	1	2	1,000	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	Trustees	.....
106	Essex Institute	Salem, Mass	....	4	4	.....	.....	.....	.....	.....	.....	0	0	0	1	.....	.....	.....
107	Peabody Academy of Sciences	do	....	....	....	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....
108	Arms Library	Shelburne Falls, Mass	....	2	3	400	.....	.....	25	25	50	0	0	0	0	.....	Five trustees	Yes.
109	City Library Association	Springfield, Mass	....	2	2	1,000	.....	.....	.....	.....	.....	1	0	0	0	140	Librarian	Yes.
110	Jackson Library	Stockbridge, Mass	12	1	2	200	75	.....	25	50	....	0	0	0	0	.....	Book committee	Yes.
111	Swampscott Town Library	Swampscott, Mass	....	....	....	110	.....	.....	25	50	25	0	0	0	....	.....	Librarian	.....
112	Goodenow Library	South Sudbury, Mass	12	2	4	200	.....	.....	.....	.....	.....	0	0	0	0	.....	Committee	Yes.
113	Taunton Public Library	Taunton, Mass	15	1	2	650	.....	.....	10	64	....	1	0	0	0	.....	Trustees	Yes.
114	Waltham Public Library	Waltham, Mass	12	2	3	917	70	.....	25	60	15	1	0	0	0	.....	Directors	Yes.
115	Wayland Free Public Library	Wayland, Mass	12	3	4	83	.....	.....	18	47	31	1	0	0	0	.....	Committee	Yes.
116	Westfield Athenæum	Westfield, Mass	0	2	2	.....	.....	.....	10	80	10	1	0	0	0	.....	do	Yes.
117	Town Library	Westford, Mass	12	1	4	100	100	.....	33	50	10	1	0	0	0	100	Directors	Yes.
118	Weston Town Library	Weston, Mass	....	1	4	120	.....	.....	20	40	10	1	0	0	0	.....	Library committee	Yes.
119	West Roxbury Free Library	West Roxbury, Mass	16	1	4	70	0	.....	.....	.....	.....	0	0	0	0	.....	Librarian	Yes.
120	Williams College Library	Williamstown, Mass	0	3	2	300	65	350	0	25	75	1	0	0	0	.....	do	Yes.
121	Winchendon Public Library	Winchendon, Mass	12	1	2	164	0	0	25	35	40	1	0	0	0	.....	Trustees	Yes.
122	Winchester Library	Winchester, Mass	14	1	2	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Library committee	Yes.
123	Woburn Town Library	Woburn, Mass	15	1	2	300	0	0	30	40	20	0	0	0	0	.....	do	Yes.
124	Free Public Library	Worcester, Mass	15	1	2	1,410	*243	.....	(6	5)	35	1	0	0	0	175	Librarian	Yes.
125	Worcester District Medical Society Library.	do	....	3	16	.....	.....	.....	.....	.....	.....	0	0	0	0	.....	Finance committee	Yes.
126	Worcester Co. Mechanics' Library	do	....	2	2	142	.....	.....	15	35	50	1	0	0	0	.....	Library committee	Yes.

127	Worcester Co. Horticultural Society Library.	....do	0	2	3				0	0	100	0	0	0	0	0	Committee of three	Yes.
128	Albion College Library	Albion City, Mich	0	0								0	0		0		Nobody	
129	University of Michigan Library	Ann Arbor, Mich										0			2		Library committee	
130	Detroit Mechanics' Society	Detroit, Mich	0			43						1	0	0	0	1	do	Yes.
131	Public Library of City of Detroit	....do	15	1	2	2,000	120	200	25	40	35	1	0	0	1	100	Superintendent of library	Yes.
132	Detroit Young Men's Society Library	....do	15	2	2	600	100					1	0	0	0			Yes.
133	Ladies' Library Association	Kalamazoo, Mich		1	2	108			15	65	20	0	0	0	0		Librarian	Yes.
134	Young Men's Library Association	....do	16	1	2	50						1	0	0	0			Yes.
135	Minnesota Historical Society	Saint Paul, Minn	0				65		0	0	100	1	0	0	1	72	Librarian	Yes.
136	Saint Paul Library	....do	0	1	4	400	200	450	33	50		0	0	0	0		Book committee	Yes.
137	Mississippi State Library	Jackson, Miss										1	0	0			Gov., judges, att'y-gen'l, trustees	0
138	Saint Charles Catholic Library	Saint Charles, Mo	0	1	4	12				99		1	0	0	0		Librarian	0
139	Law Library Association	Saint Louis, Mo										0	0	0	0		do	Yes.
140	Public School Library	....do	0	1	4	1,300	800	447	26	52	22	1	0	0	0	130	Committee and librarian	Yes.
141	Saint Louis Mercantile Library	....do	0	4	4	2,200	2,500	1,200		60	20	1	1	0	0	225	Directors	Yes.
142	Saint Louis University Library	....do										1	0	0	0	32	Committee	Yes.
143	Nebraska State Library	Lincoln City, Neb		2	2	0	15	20				1	0	0	0	0	Librarian	0
144	Ketchum Library	Bristol, N. H	0	2	2	45			25	50	25	0	0	0	2	75	The owner	Yes.
145	Charlestown Social Library	Charlestown, N. H	0	2	4	6	0	0	0			0	0	0	0	0	Directors	0
146	Concord Public Library	Concord, N. H	0	1	2	800	500	800	25	50	25	0	0	0	0		Librarian	Yes.
147	New Hampshire Historical Society's Library.	....do																
148	State Library	....do										1	0	0	0		Three trustees and librarian	
149	Juvenile and Social Library	Dublin, N. H		2	4	150						0						
150	Town Library	Exeter, N. H		2	2	400			25	25	10	0	0	0	0		Committee	Yes.
151	Franklin Library Association	Franklin, N. H	0	1	2	26			30	39	31	0	0	0	0	0	Librarian	Yes.
152	Hollis Social Library	Hollis, N. H		2	4												Directors	Yes.
153	Manchester City Library	Manchester, N. H	16	2	2	700			33			1	0	0	0		Committee on library	Yes.
154	Library of Literary Adelphi	New Hampton, N. H.	0		2	30	20					0	0	0	0		Committee	Yes.
155	Portsmouth Athenæum	Portsmouth, N. H		2	4	25			0	25	75	0	0	0	3	7	Book committee	Yes.
156	Portsmouth Mercantile Library Association.	....do	16	2	4	40			0	80	20	0	0	0			Committee	Yes.
157	Manufacturers' and Village Library	Somersworth, N. H		1	3	250						0	0	0	0		Librarian	Yes.
158	Library of Young Men's Christian Association.	Bridgeton, N. J	0	1	2	140	247		25	4	20	0	0	0	0			Yes.
159	Drew Theological Seminary Library	Madison, N. J		4	1							0	0	0	0		Librarian	Yes.
160	New Jersey Historical Society	Newark, N. J										0	0	0	0			
161	Hertzog Hall Library	New Brunswick, N. J										0						
162	Young Men's Christian Association Library.	....do	0	1	2	119						0	0	0	0		Library committee	Yes.
163	Fallsington Library	Trenton, N. J																
164	Dudley Observatory	Albany, N. Y										0	0	0	2		Directors	
165	State Library	....do	15	2	2							1	1	1	25	1,500	Library committee	Yes.
166	Young Men's Christian Association	....do	0	2	2	75			0	60	5	0	0	0	0	0	do	Yes.
167	Young Men's Association	....do	0	1	2	600						0	0	0	0		"The management"	
168	The Long Island Historical Society	Brooklyn, N. Y																
169	Youth's Free Library	....do		2	2	600	0	0				0	0	0	0		Librarian	Yes.
170	Grosvenor Library	Buffalo, N. Y	0	0	0							1	0	0	0	190	Trustees	Yes.
171	Young Men's Association	....do	0	2	2	1,500				65		1	0	0	0		Library committee	Yes.

*For books.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Age required in readers or borrowers.	Number of books allowed to be taken out at a time.	Number of weeks books allowed to be retained.	Average weekly circulation.	Average weekly number of readers at library.	Average weekly number of books used by readers at library.	Percentages of books borrowed.			Sets of patents.			Number of volumes printed before A. D. 1500.	Number of volumes in bibliographical collection.	Who purchase books for the library?	Are readers and borrowers invited to nominate books for purchase?
									Juvenile.	English prose fiction.	Grave, literary, or scientific.	United States.	British.	French.				
	1	2	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
172	Mechanics' Institute	Buffalo, N. Y	0	2	2	400	100	.....	.....	.....	.....	1	0	0	0	.....	Committee	.....
173	Flushing Library Association	Flushing, N. Y	0	2 2	3	160	.....	.....	7	81	12	0	0	0	0	.....	Librarian	Yes.
174	Wadsworth Library	Geneseo Village, N. Y	....	2	3	.....	.....	.....	.....	.....	.....	0	0	0	0	.....	Trustees	Yes.
175	Hamilton Theological Seminary	Hamilton, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
176	Hornell Library	Hornellsville, N. Y	0	1	3	300	100	150	20	60	20	1	0	0	0	.....	Managers	Yes.
177	Franklin Library Association	Hudson, N. Y	0	2	2	200	0	.....	.....	.....	.....	0	0	0	.....	.....	.....	Yes.
178	Library of American Bible Society	New York, N. Y	....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
179	Apprentices' Library	do	12	2	2	2,300	.....	.....	20	60	20	0	0	0	0	.....	Purchasing committee	0
180	Astor Library	do	16	0	0	0	800	4,000	0	6	94	1	1	1	....	5,000	Trustees	Yes.
181	Mercantile Library Association	do	....	1	3	5,016	.....	.....	.....	.....	.....	1	0	0	.....	.....	Librarian	Yes.
182	City Library	do	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	0	1	0	0	Common council	.....
183	Eclectic Library	do	0	2	2	700	500	500	25	55	20	0	0	0	0	.....	.....	.....
184	New York Society Library	do	*0	2	2	1,000	600	.....	....	40	....	0	0	0	.....	.....	Librarian	Yes.
185	Union Theological Seminary	do	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	478	.....	Librarian and Faculty	.....
186	Washington Heights	do	0	1	4	60	40	.....	20	74	6	0	0	0	0	3	Committee	Yes.
187	Young Men's Christian Association	do	16	.....	.....	.....	150	175	....	25	70	1	0	0	.....	.....	Library committee	Yes.
188	Oswego City Library	Oswego, N. Y	14	1	1	100	90	90	0	50	50	1	0	0	0	.....	Trustees	Yes.
189	Public School Library	do	.....	.....	.....	600	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
190	Rochester Athenæum and Mechanics' Association.	Rochester, N. Y	0	1	2	300	100	50	25	20	20	0	0	0	0	.....	Library committee	Yes.
191	Public School Central Library	do	10	1	2	1,500	350	.....	75	80	20	0	0	0	.....	.....	do	Yes.
192	Rochester Theological Seminary	do	0	2	2	.....	.....	100	0	0	100	0	0	0	50	.....	Professors	Yes.
193	Library of University of Rochester	do	0	2	2	100	150	.....	0	0	100	1	0	0	.....	.....	Library committee	Yes.
194	Union College Library	Schenectady, N. Y	16	2	2	50	50	100	0	0	100	1	0	0	1	.....	Librarian	0
195	Central Library	Syracuse, N. Y	10	1	2	850	.....	.....	.....	.....	.....	0	0	0	....	45	do	Yes.
196	Y. M. C. A. Library	do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
197	Troy Young Men's Association	Troy, N. Y	0	1	2	550	.....	.....	33	42	25	0	0	0	2	.....	Librarian	Yes.
198	University Library	Chapel Hill, N. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	30	.....	.....
199	Society Libraries, University of N. C.	do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
200	Akron Library Association	Akron, Ohio	0	2	2	250	50	100	30	40	25	1	0	0	0	.....	Librarian	Yes.
201	Young Men's Christian Association	Canton, Ohio	....	1	2	7	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	Officers of association	Yes.
202	Mount Saint Mary's Seminary	Cincinnati, Ohio	....	.....	.....	.....	.....	.....	0	2	98	....	.....	.....	3	40	.....	.....

203	Public Library	do	0	1	2	3,707	2,505	761	30	45	25	1	0	0	1,000	Librarian	Yes.
204	Library of Saint Xavier College	do															
205	Library of the Turner Society	do		1	4	300			15	65	20				0	Committee on Library	Yes.
206	Young Men's Mercantile Library	do	0	2	2	1,069		1,600	0	80	20	1	0	0	0	Librarian	Yes.
207	Cireleville Library	Cireleville, Ohio															
208	Cleveland Public Library	Cleveland, Ohio														Managers	
209	Western Reserve Historical Society	do															
210	Ohio State Library	Columbus, Ohio		2	2	80			0	75	25	1	0	1	9	Librarian	0
211	Sturges Library	Delaware, Ohio		1	2	50	100			50	25	0	0	0		Faculty	Yes.
212	Kenyon College Library	Gambier, Ohio		2	2							0	0	0	0	do	0
213	Library of Denison University	Granville, Ohio		2	2	200										Committee	Yes.
214	Lane Free Library	Hamilton, Ohio					175		75							6	
215	Marietta College	Marietta, Ohio		2	2							0	0	0		100	
216	Young Men's Library	Norwalk, Ohio	0	1	2	180	100		50	26	20	0	0	0	0	0	Library committee	Yes.
217	Sidney Library Association	Sidney, Ohio		2	2	50						0	0	0	0		Committee	Yes.
218	Excelsior Library	Springfield, Ohio		2	2													
219	Springfield Public Library	do	12	1	1	1,000	600		0	75	25	0	0	0			Secretary	Yes.
220	Library Association	Portland, Oreg	0	2	3	300	300	500	10	20	15	0	0	0	0	100	Library committee	Yes.
221	Allegheny Public School Library	Allegheny, Pa		2	2	600	600		0	50	50	0	0	0	0	0	Committee	Yes.
222	Altoona Mechanics' Library, &c	Altoona City, Pa	0	2	2	110	60		0	75	25	1	0	0	0		Directors	Yes.
223	City Library, Y. M. C. A	Erie City, Pa	0	2	2	300	700		25	70	5	0	0	0	0	12	Librarian	Yes.
224	Fallsington Library Company	Fallsington, Pa	0	2	4	10	6	0		40		1	0	0	0		Directors	0
225	Friends' Library and Reading-Room	Germantown, Pa	12	2	2	110	40		16	0	84	0	0	0	0		Committee	Yes.
226	Pennsylvania College Library	Gettysburgh, Pa	0	2	2	300						1	0	0			Librarian	Yes.
227	Library of Theological Seminary	do		4	2							0	0	0	0			
228	Cassel's Library	Harleysville, Pa	0									0	0	0	1			
229	State Library	Harrisburgh, Pa										1	0	0			Librarian	Yes.
230	Union Library Company	Hatborough, Pa				260						0	0	0	0	180	Directors	Yes.
231	Law Library Association	Lancaster, Pa		0	0	0			0	0	100	1	0	0	0		Three officers	
232	Mechanics' Library	do	0	2	2	220	110		50	25	25	0	0	0			Committee	Yes.
233	Meadville City Library	Meadville, Pa	10	1	2	80						0	0	0	0			Yes.
234	Philo-Franklin Society Library	do		2	4	20				50		0	0	0	0		Librarian	Yes.
235	Meadville Theological School Library	do	0	4	2	100	30	200	0		99	0	0	0	0		Board	Yes.
236	Moravian Historical Society	Nazareth, Pa										0	0	0	0	0		0
237	Norristown Library Company	Norristown, Pa		2	2					60	20						Committee	Yes.
238	Library of the Academy of Natural Sciences.	Philadelphia, Pa										0	0	0		307	Library committee	Yes.
239	Apprentices' Library Company	do	14	1	2	1,000	1,000					1	0	0	0	0	Committee	Yes.
240	Baptist Historical Society	do		3	4				0	0	100	0	0	0	0		President	Yes.
241	Brotherhead Library	do	0	2	2				20	70	10	0	0	0	0	50	William Brotherhead	0
242	Historical Society of Pennsylvania	do																
243	Library Company of Philadelphia	do	0	1	2							1	1	0	60	300	Librarian	Yes.
244	Mercantile Library	do	15	4	2	5,500	5,700			70		0	0	0		1,500	Committee	Yes.
245	Moyamensing Literary Institute	do	0	2	2	50			33	33		0	0	0	0	0	do	Yes.
246	Pennsylvania Historical Society	do		2	4							0	0	0	0		do	
247	Pennsylvania Hospital	do		2	4							0	0	0			Medical staff	0
248	Southwark Library	do	0	2	2		100					0	0	0	0			
249	West Philadelphia Institute	do	12	2	2	284	260					0	0	0			Library committee	
250	Y. M. C. A. Library	do	14	2	2	500	1,500	100	25	25	50	0	0	0	0	10	Committee of seven	Yes.
251	The Athenæum of Philadelphia	do	0	2	1							1					Committee	Yes.
252	Carpenters' Company of Philadelphia	do	0	1	6							0	0	0	0		do	Yes.
253	Young Men's Mercantile Library	Pittsburgh, Pa	14	3	3	600	1,200		10	50	40	0	0	0	0		Librarian	Yes.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Age required in readers or borrowers.	Number of books allowed to be taken out at a time.	Number of weeks books allowed to be retained.	Average weekly circulation.	Average weekly number of readers at library.	Average weekly number of books used by readers at library.	Percentages of books borrowed.			Sets of patents.			Number of volumes printed before A. D. 1500.	Number of volumes in bibliographical collection.	Who purchase books for the library?	Are readers and borrowers invited to nominate books for purchase?
									Juvenile.	English prose fiction.	Grave, literary, or scientific.	United States.	British.	French.				
	1	2	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
254	Young Men's C. A. Library	Bristol, R. I	0	1	2	120	300	.....	25	65	10	1	0	0	0	.....	Committee	Yes.
255	East Greenwich Free Library	East Greenwich, R. I.	16	2	2	75	.....	.....	.....	.....	.....	0	0	0	0	.....	do	0
256	Foster-Manton Library	Foster Centre, R. I.	0	2	4	.....	30	0	66	.....	.....	0	0	0	0	60	Librarian	Yes.
257	Kingston Library	Kingston, R. I	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
258	Lonsdale Library	Lonsdale, R. I	15	1	2	54	40	.....	20	60	20	0	0	0	0	.....	Executive committee	Yes.
259	People's Library	Newport, R. I	15	1	2	580	.....	.....	.....	.....	.....	0	0	0	0	.....	Trustees	Yes.
260	Redwood Library and Athenæum	do	.....	2	2	.....	.....	.....	.....	.....	.....	0	0	0	2	.....	Book committee	Yes.
261	Slatersville Reading-Room & Library	North Smithfield, R. I	10	.....	4	50	60	60	.....	.....	.....	0	0	0	0	.....	Librarian	0
262	Pawtucket Library Association	Pawtucket, R. I	0	2	2	168	50	75	50	50	0	1	0	0	0	.....	do	Yes.
263	Brown University Library	Providence, R. I	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	0	0	50	1,500	Committee	.....
264	Franklin Lyceum	do	18	2	2	400	500	.....	10	80	10	0	0	0	0	0	do	0
265	State Law Library	do	0	0	0	0	.....	.....	0	0	100	0	0	0	0	0	Judges	0
266	Association of Mechanics and Manufacturers.	do	0	2	2	250	300	.....	4	60	36	0	0	0	0	.....	Library committee	0
267	Providence Athenæum	do	0	2	2	450	350	750	....	70	20	1	0	0	5	350	Committee	Yes.
268	Library of the Union for Christian Work.	do	0	1	2	75	150	.....	.....	.....	.....	0	0	0	0	.....	do	0
269	Harris Institute Library	Woonsocket, R. I	14	2	2	290	.....	.....	.....	.....	.....	0	0	0	0	.....	do	Yes.
270	Charleston Library Society	Charleston, S. C	....	3	2	.....	.....	.....	.....	.....	.....	0	0	0	.....	.....	.....	.....
271	State Library	Columbia, S. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
272	Theological Seminary	do	....	3	4	.....	.....	.....	.....	.....	.....	0	.....	.....	1	.....	.....	.....
273	Library of University of South Carolina.	do	....	4	3	.....	.....	.....	.....	.....	.....	0	0	0	1	.....	Professors	Yes.
274	State Library	Nashville, Tenn	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
275	Houston Public Library	Houston, Tex	14	2	1	.....	.....	.....	.....	.....	.....	0	0	0	0	.....	Committee	Yes.
276	University and State Agricultural College.	Burlington, Vt	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	0	0	1	.....	.....	.....
277	Young Men's Association	do	0	1	2	100	.....	.....	0	75	25	0	0	0	....	.....	Librarian	Yes.
278	Middlebury College	Middlebury, Vt	....	2	2	75	.....	.....	.....	.....	.....	1	0	0	.....	.....	.....	.....
279	State Library	Montpelier, Vt	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
280	Peabody Library	Post Mills Village, Vt	15	....	3	50	40	.....	....	.....	.....	0	0	0	0	.....	Trustees	Yes.
281	Saint Johnsbury Athenæum	Saint Johnsbury, Vt.	14	1	2	700	250	75	13	62	25	1	0	0	0	.....	.....	.....

282	Alexandria Library	Alexandria, Va		2	2												Committee		Yes.
283	Emory and Henry College	Emory, Va		1	2	120	10	50		20	75	0	0	0	0	0	Librarian		0
284	Theological Seminary	Fairfax County, Va		4	4							0			1				
285	Union Theological Seminary	Hampden, Va		2	2							0	0	0			Faculty		
286	Petersburgh Library Association	Petersburgh, Va	0	2	1½	50						1	0	0	0		Librarian		Yes.
287	University of Virginia	University of Va		3	2	120	75	75	0	0	95	0	0	0	0	250	Faculty		0
288	Young Men's Association	Janesville, Wis	0	1	2	56						0	0	0	0		Library committee		Yes.
289	Seminary of Saint Francis	Lake, Wis										0	0	0	1				
290	State Historical Society	Madison, Wis	15	0			250		0	0	100	1	1	0	4	200	Committee		Yes.
291	Georgetown College	Georgetown, D. C	0			8	1		0	0	100	0	0	0	33	120			
292	Library of Congress	Washington, D. C	16	3	2							1	0	0	350	2,500	Librarian		Yes.
293	Senate Library	do																	
294	Signal-Office United States Army	do											0	0	0		Chief Signal Officer		
295	Department of the Interior	do		2	2	500	300	0	0	75	25	0	0	0	0	20	Librarian		Yes.
296	Department of Agriculture	do										0							
297	Patent-Office Library	do							0	0	100	1	1	1	3		Librarian		Yes.
298	Bureau of Statistics	do										0	0	0	0	0	Chief of Bureau		Yes.
299	War Department Library	do		1	2	200													
300	Surgeon-General's Office	do										0	0	0	15	150	Librarian		
301	United States Naval Observ'y Lib'y	do										0	0	0	3	25			
302	Department of State Library	do		3	2							0	0	0			Librarian		
303	Bureau of Education	do				200						0	0	0	0		Chief clerk		
304	Washington City Library	do	0	2	2		150	150				0	0	0	0		Executive committee		Yes.
305	Howard University	do		2	4	60		40	5	66		1	0	0	10	325	Librarian		0
306	Library of Washington Territory	Olympia, Wash		1	1	8	6					1							

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Catalogues.						Library subject to State or municipal taxation.	Is not subject to taxation by reason of act of—	Does library own its building?	Building fire-proof?	Number of assistants and employés.	Total annual cost of administration.
			Printed.	Manuscript.	Alphabetical by authors.	Alphabetical by subjects.	Subject or classed.	Of pamphlets, maps, &c.						
	1	2	59	60	61	62	63	64	65	66	67	68	69	70
1	Little Rock Mercantile Library	Little Rock, Ark	0	Yes	0	0	0	0	0		0	0	1	$500
2	Odd-Fellows' Library	Petaluma City, Cal	0	0	0		0	0			0	Yes		
3	California State Library	Sacramento, Cal	Yes	0	Yes		Yes		0			Yes	2	6,000
4	Mechanics' Institute Library	San Francisco, Cal	Yes	0	Yes	Yes	Yes	Yes	Yes		Yes	0	3	13,000
5	Mercantile Library	do							Yes		Yes		4	16,000
6	Odd-Fellows' Library	do	0	Yes	Yes	Yes	0	0			Yes		2	9,000
7	Woodward's Gardens Library	do	0	Yes	0	0						0	1	
8	Young Men's Christian Association	do	0	Yes	Yes			0	Yes		Yes		2	
9	Sacramento Library Association	Sacramento, Cal	Yes				Yes	0	Yes		Yes	0	2	3,000
10	Douglas Library	Canaan, Conn	Yes	0	0	0	Yes		0		0	0	1	24
11	Danbury Library	Danbury, Conn	0	Yes	Yes	Yes	0	Yes	0		Yes	0	0	500
12	Theological Institute Library	Hartford, Conn	0		Yes	Yes					0	0	1	50
13	Trinity College Library	do	0	Yes	Yes		0	0	0	May 16, 1823	0	0	1	225
14	Watkinson Library of Reference	do	0	Yes	Yes	Yes	Yes	Yes	0	May, 1858	Yes	Nearly	2	4,000
15	Bill Library	Ledyard, Conn	Yes	Yes	Yes	Yes	0	Yes	0		0	0	0	100
16	Library of Wesleyan University	Middletown, Conn	0	Yes	Yes	Yes	0	Yes	0	May, 1831, June, 1870.	Yes	Nearly	3	2,100
17	New Britain Institute	New Britain, Conn	Yes	Yes	Yes	Yes	0	0	0	1854	0	do	1	400
18	Library of American Oriental Society	New Haven, Conn	0	Yes	0	0	0	0	0		0	0	0	0
19	Otis Library	Norwich, Conn	Yes	Yes	Yes	Yes	Yes	Yes	0	1851–'52–'56–'59	Yes	Nearly	1	700
20	Silas Bronson Library	Waterbury, Conn	Yes	Yes	Yes	Yes	Yes	0	0		Yes	0	2	9,000
21	Wilmington Institute	Wilmington, Del	0	Yes	Yes	Yes	0	Yes	Yes		Yes	0	2	1,500
22	Georgia State Library	Atlanta, Ga	Yes	Yes	Yes	Yes	Yes		0	Owned by State			1	
23	Alton Public Library	Alton, Ill	0	Yes	0	0	0				(*)	0		
24	Belleville Sængerbund and Lib. Society's Library.	Belleville, Ill	Yes	Yes	Yes	0	Yes	0	0		0	0	1	0
25	Illinois Industrial University Library	Champaign, Ill							0	Owned by State	Yes		2	
26	Free Library of Chicago	Chicago, Ill										Yes	2	
27	Library of the Presbyterian Theological Seminary of the Northwest.	do	0	Yes							0	0	1	
28	Y. M. C. Association Library	do				Yes								
29	Mercantile Library	Peoria, Ill	Yes	Yes	Yes	0	Yes	0	0		Yes	0	1	1,500

30	Quincy Library	Quincy, Ill	Yes	Yes	Yes	Yes	Yes	0	0	March 30, 1869	0	0	2	475
31	Wabash College Library	Crawfordsville, Ind												
32	Whitcomb and College Circulating Library.	Greencastle, Ind		Yes					0		0	0		150
33	Indiana State Library	Indianapolis, Ind	Yes	0	0	Yes			0				1	3,000
34	Madison Library Association	Madison, Ind	Yes	Yes	Yes	Yes			0		0	0	0	175
35	Library of Notre Dame	Notre Dame, Ind	0	Yes	0	0	Yes	0	0	1844	0	0	1	0
36	The Public Library of Burlington	Burlington, Iowa	Yes	Yes	Yes	Yes	Yes	0	0		0	0	1*	1,000
37	Iowa State Library	Des Moines, Iowa	Yes	Yes	Yes	Yes	Yes	Yes	0		0	0	0	
38	Jefferson County Library Associat'n.	Fairfield, Iowa												
39	State Historical Society of Iowa	Iowa City, Iowa	0	0	0	0	0	0	0		0	0	1	600
40	Keokuk Library Association	Keokuk, Iowa	Yes	0	0	Yes	Yes	0	0		0	0	0	1,200
41	Kansas State Library	Topeka, Kans	0	0	0	0	0	0	0		0	Yes	0	1,400
42	Kentucky State Library	Frankfort, Ky	Yes	0				0	0		0	0	1	
43	Louisville Law Library	Louisville, Ky	0	0	Yes	Yes	Yes	Yes	0		0	Yes	3	500
44	Louisville Library Association	do	Yes	Yes	Yes	Yes	Yes	Yes	0	July, 1852	0	0	1	3,125
45	Fisk Free Library of the New Orleans Mechanics' Society.	New Orleans, La	0	Yes	0	0	0	0	0		Yes	0	1	900
46	New Orleans Y. M. C. A	do	0	Yes	0	0	Yes	0	0		0	0	1	
47	Maine State Library	Augusta, Me	Yes	0	0	0	Yes	Yes	0		Yes	0	2	1,700
48	Bangor Library Association	Bangor, Me	0	Yes	0	0	0	0	0	1843	0	0	2	1,000
49	Bangor Mechanics' Association Library.	do	Yes											
50	Bowdoin College Library	Brunswick, Me	Yes	Yes	Yes	Yes	Yes	0	0			0	5	350
51	Bucksport Social Library	Bucksport, Me		Yes			0		0		0	0		
52	Gardiner Public Library	Gardiner, Me	Yes	0			0	0	0		0	0	0	175
53	Hallowell Social Library	Hallowell, Me	0	Yes	Yes	Yes	Yes	0	Yes		0	0	1	100
54	Mechanics' Library	Portland, Me	Yes	0					0			0	0	
55	Saco Athenæum	Saco, Me	Yes	0	0	Yes	Yes	0	0	1820	0	Yes	1	
56	Skowhegan Library Association	Skowhegan, Me	Yes	Yes	Yes		0	0	0		0	Yes	1	
57	Maryland State Library	Annapolis, Md	Yes	0					0		0	0	1	4,600
58	The Library Company of the Baltimore Bar.	Baltimore, Md	Yes	0	Yes	0	Yes	0	0	1841	0	Yes	3	3,500
59	Maryland Institute Library	do	Yes	Yes			Yes	0	0		0	0	1	
60	Mercantile Library Association	do	Yes	Yes	Yes	Yes	Yes	Yes	0	1870	0	Yes	3	9,000
61	Odd-Fellows' Library	do	Yes	Yes	Yes	Yes	Yes		0			0	3	1,250
62	Peabody Institute	do	0	Yes	Yes	Yes	Yes	0	0	1857	Yes	0	6	8,000
63	Amherst College Library	Amherst, Mass	Yes	Yes	Yes	0	0	Yes	0			0	2	1,200
64	Library of Andover Theological Seminary.	Andover, Mass	0	Yes									0	2,100
65	Beverly Public Library	Beverly, Mass	Yes	Yes	Yes	Yes	Yes	0	0			0	4	350
65½	American Academy of Arts and Sciences.	Boston, Mass	0	Yes			0	Yes			0	Yes	1	
66	Boston Public Library	do	Yes	Yes	Yes	Yes	Yes	Yes	0			Yes	70	70,000
67	Boston Young Men's Christian Union	do	0	Yes	Yes	Yes	Yes	Yes	Yes		0	0	2	
68	Congregational Library	do	0	Yes	Yes	Yes	0	Yes					1	5,000
69	Library of the Boston Athenæum	do	Yes	Yes	Yes	Yes	0	0	0		0	Yes	10	10,019
70	Library of the New England Historical Genealogical Society.	do	0	Yes	Yes	Yes	0	0	0		Yes	Yes	1	
71	Library of the Y. M. C. A	do	0	Yes	Yes	Yes	0		Yes		Yes	0	2	

* City owns.

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Catalogues.						Library subject to State or municipal taxation.	Is not subject to taxation by reason of act of—	Does library own its building?	Building fire-proof?	Number of assistants and employés.	Total annual cost of administration,
			Printed.	Manuscript.	Alphabetical by authors.	Alphabetical by subjects.	Subject or classed.	Of pamphlets, maps, &c.						
	1	2	59	60	61	62	63	64	65	66	67	68	69	70
72	Mechanic Apprentices' Library	Boston, Mass	Yes						0		0	Yes	4	
73	Roxbury Athenæum	do									0		1	$1,000
74	Social Law Library	do	Yes	0	Yes	Yes	0		0	1859	0	0	1	1,500
75	State Library	do	Yes	Yes	Yes	Yes	0		0		0	Yes	2	1,500
76	Treadwell Library, Massachusetts General Hospital.	do	0	Yes	Yes	Yes			0			Yes		
77	Merriek Public Library	Brookfield, Mass	Yes	Yes	Yes	Yes	Yes	Yes	0		0	0	1	300
78	Dana Library	Cambridge, Mass	Yes	Yes	Yes	Yes	0	0	0		0	0	2	700
79	Harvard University Library	do	Yes	Yes	Yes	Yes	Yes	Yes	0	1638		Yes	12	
80	Charlestown Public Library	Charlestown, Mass	Yes	Yes	Yes	Yes	0	0	0		0	0	2	3,743
81	Peabody Library, (branch)	Danvers, Mass	Yes	0	Yes	Yes	0	0	0		Yes	0	2	460
82	Peabody Library	Georgetown, Mass	Yes	0	0	0			0		Yes	0		450
83	Sawyer Free Library	Gloucester, Mass	Yes		Yes		0							
84	Groton Public Library	Groton, Mass	Yes	0	0	0	0	0	0		0	0	1	25
85	Harvard Public Library	Harvard, Mass	Yes	0					0		0			65
86	Morse & Son's Circulating Library	Haverhill, Mass	Yes											
87	Public Library Association	Hinsdale, Mass	Yes	0	0	0	Yes	0	0		Yes	Yes	0	83
88	Lancaster Town Library	Lancaster, Mass	Yes	Yes		Yes		0	0		0	0	3	1,625
89	Lawrence Free Public Library	Lawrence, Mass	Yes	Yes	Yes	Yes	0				0	0	4	
90	Middlesex Mechanics' Association	Lowell, Mass	Yes	Yes	Yes	Yes	Yes	0	0		Yes	0	2	5,000
91	Lynn Free Public Library	Lynn, Mass	Yes	Yes	Yes	Yes	0	Yes	0		0	0	2	1,718
92	Millbury Town Library	Millbury, Mass	Yes	Yes	Yes	Yes			0		0	0	1	200
93	Natick Town Library	Natick, Mass	Yes	Yes	Yes	0	Yes		0		0	0	1	200
94	New Bedford Free Public Library	New Bedford, Mass	Yes	Yes	Yes	Yes	0	0	0		0	0	2	3,000
95	Newburyport Public Library	Newburyport, Mass	Yes	0	Yes	Yes		0	Yes		Yes	0	0	1,000
96	Newton Athenæum	Newton, Mass	Yes	Yes	Yes	Yes	0	Yes	0		0	0	1	125
97	Northampton Public Library	Northampton, Mass	Yes	0	Yes	Yes	0	0	0		0		1	1,000
98	Northborough Free Library	Northborough, Mass	Yes	0	Yes	Yes	0	0	0		0	0	1	60
99	North Bridgewater Public Library	North Bridgewater, Mass.	Yes	Yes	Yes	Yes	0	0	0		0	0	1	525
100	Appleton Library	N'th Brookfield, Mass	0	Yes	0	0	0	0	0		Yes	0	0	0
101	Oxford Free Public Library	Oxford, Mass	Yes	0	Yes	Yes	0	0	0		0	0	1	75

102	Peabody Institute Library	Peabody, Mass	Yes	Yes	Yes	Yes	Yes	0	0		Yes	0	4		
103	Phillips Free Public Library	Phillipston, Mass	Yes	0	0	0	0	0	0		0	0	0	100	
104	Berkshire Athenæum	Pittsfield, Mass	Yes	Yes	Yes	Yes	0	Yes	0	1860	Yes	0	3		
105	Public Library	Quincy, Mass	Yes	Yes	Yes	Yes							0	690	
106	Essex Institute	Salem, Mass	0	Yes					0		0		2	1,200	
107	Peabody Academy of Sciences	do	0	Yes			Yes	Yes				Yes	0		
108	Arms Library	Shelburne Falls, Mass	0	Yes	0	0	0	0	0	1861	0	0	0	160	
109	City Library Association	Springfield, Mass	Yes	Yes	Yes	Yes	0	0	0		Yes	0	3	5,000	
110	Jackson Library	Stockbridge, Mass	Yes	Yes	Yes	Yes	0	0	0		Yes	0	0		
111	Swampscott Town Library	Swampscott, Mass	Yes	Yes							0		1	100	
112	Goodenow Library	South Sudbury, Mass	Yes	0			0		0		Yes	0	2	300	
113	Taunton Public Library	Taunton, Mass	Yes	Yes	Yes	Yes		0	0		0	0	1		
114	Waltham Public Library	Waltham, Mass	Yes	0	Yes	Yes	Yes		0		0	0	1	600	
115	Wayland Free Public Library	Wayland, Mass	Yes	Yes	0	0	0	Yes	0		0	0	2	92	
116	Westfield Athenæum	Westfield, Mass	0	Yes	Yes	Yes	0	0	0		Yes	0	0	1,700	
117	Town Library	Westford, Mass	Yes	Yes	Yes	Yes	0		0		0	0	1	50	
118	Weston Town Library	Weston, Mass	Yes	0	Yes	Yes		0	0		0	0	1	100	
119	West Roxbury Free Library	West Roxbury, Mass	Yes	0	Yes	Yes	0	Yes	0		0	0	1		
120	Williams College Library	Williamstown, Mass	Yes	Yes	Yes	Yes	0	0	0			0	4	950	
121	Winchendon Public Library	Winchendon, Mass	Yes	0	Yes	Yes	0	0	0		0	0	0	85	
122	Winchester Library	Winchester, Mass	Yes		Yes	Yes	0		0		0	0	2	75	
123	Woburn Town Library	Woburn, Mass	Yes	0	0	0	0	0	0		0	0	2	550	
124	Free Public Library	Worcester, Mass	Yes	Yes	Yes	Yes	0		0			0	4	12,886	
125	Worcester District Medical Society Library.	do	Yes	Yes	Yes	Yes	0		0		0	Yes	0	75	
126	Worcester Co. Mechanics' Library	do	Yes	Yes	Yes	Yes	0	0	Yes			0	1	886	
127	Worcester Co. Horticultural Society Library.	do	Yes	0	0	0	0	0	Yes	0		0	1		
128	Albion College Library	Albion City, Mich	0	0	0	0	0	0	0		0	0	0	0	
129	University of Michigan Library	Ann Arbor, Mich		Yes	Yes	Yes			0			0	4	3,000	
130	Detroit Mechanics' Society	Detroit, Mich	Yes		Yes	Yes	Yes				Yes	0	0	350	
131	Public Library of City of Detroit	do	Yes	Yes	Yes	0	0	0	0	1846	0	0	2	2,700	
132	Detroit Young Men's Society Library	do	Yes	Yes	Yes	Yes	0	0	0	1855	0	0	2	2,000	
133	Ladies' Library Association	Kalamazoo, Mich	Yes	Yes	0	Yes					0	0	3	0	
134	Young Men's Library Association	do	Yes	Yes	0	Yes	Yes	0	0	1857	0	0	0	100	
135	Minnesota Historical Society	Saint Paul, Minn	Yes	0	Yes	Yes	Yes	Yes	0		0	0	0	1,200	
136	Saint Paul Library	do	Yes		Yes	0	0	0	0	1867	0	0	1	1,500	
137	Mississippi State Library	Jackson, Miss	Yes	0	0	Yes	Yes	Yes	0	1838	0	0	0	750	
138	Saint Charles Catholic Library	Saint Charles, Mo	0	Yes	Yes	Yes	0	0	0		0	0	0	0	
139	Law Library Association	Saint Louis, Mo	Yes	0	Yes	Yes	Yes		0	1855	0	Yes	2	3,417	
140	Public School Library	do	Yes	Yes	Yes		Yes	Yes	0			0	5	6,700	
141	Saint Louis Mercantile Library	do	Yes	Yes	Yes	Yes	Yes	0	0	1847	Yes	0	5	8,470	
142	Saint Louis University Library	do	0	Yes	0		Yes	0	Yes			0	1	0	
143	Nebraska State Library	Lincoln City, Neb	Yes	0	0	0	Yes	0	0	1869	0	0	0	1,200	
144	Ketchum Library	Bristol, N. H	0	Yes	Yes	0	0	0	0			0	2	500	
145	Charlestown Social Library	Charlestown, N. H	0	Yes	0	0	0	0	0		0	0	0	5	
146	Concord Public Library	Concord, N. H	Yes	Yes	Yes	Yes	0	0	0	1855	0	0	1	250	
147	New Hampshire Historical Society's Library.	do	0	Yes					0		Yes	Yes			
148	State Library	do	0	Yes	Yes	Yes	0	0	0			0	0	800	
149	Juvenile and Social Library	Dublin, N. H			0	0					0	0	0		
150	Town Library	Exeter, N. H	Yes	0	Yes	Yes	Yes	Yes	0			0	1	150	

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Catalogues.						Library subject to State or municipal taxation.	Is not subject to taxation by reason of act of—	Does library own its building?	Building fire-proof?	Number of assistants and employés.	Total annual cost of administration.
			Printed.	Manuscript.	Alphabetical by authors.	Alphabetical by subjects.	Subject or classed.	Of pamphlets, maps, &c.						
	1	2	59	60	61	62	63	64	65	66	67	68	69	70
151	Franklin Library Association	Franklin, N. H.	Yes	Yes	Yes	Yes	0		0		0	0	0	$158
152	Hollis Social Library	Hollis, N. H.	Yes	Yes	Yes	Yes	0		0		0	0		
153	Manchester City Library	Manchester, N. H.	Yes	0	Yes	Yes	0		0			Yes	1	800
154	Library of Literary Adelphi	New Hampton, N. H.	Yes	Yes	0	0	Yes	0	0	1853	0	0	4	0
155	Portsmouth Athenæum	Portsmouth, N. H.	Yes	0	Yes	0	0	0	Yes		Yes	0	2	700
156	Portsmouth Mercantile Library Association.	do	Yes	0	Yes	Yes			0		0	0		75
157	Manufacturers' and Village Library	Somersworth, N. H.	Yes	Yes	Yes	Yes	0		0		0	0	5	0
158	Library of Young Men's Christian Association.	Bridgeton, N. J	Yes		0	0	0	0	0		0	0	0	500
159	Drew Theological Seminary Library	Madison, N. J	0	Yes	0	0	Yes	0	0	1867		0	4	
160	New Jersey Historical Society	Newark, N. J	0	Yes	Yes	Yes	Yes	Yes	0		0	0	0	
161	Hertzog Hall Library	New Brunswick, N. J	0	Yes	Yes	0	0	0	0					
162	Young Men's Christian Association Library.	do	Yes	Yes	0	0	0	0	0			0	1	
163	Fallsington Library	Trenton, N. J	Yes											
164	Dudley Observatory	Albany, N. Y	Yes	Yes	Yes	Yes	0	0	0		Yes	0		
165	State Library	do	Yes	Yes	Yes	Yes	Yes	Yes	0			Yes	3	10,000
166	Young Men's Christian Association	do	0	Yes	Yes	Yes	0	0	0		0	0	2	1,660
167	Young Men's Association	do	Yes	Yes	Yes	Yes			0		0	0	1	5,000
168	The Long Island Historical Society	Brooklyn, N. Y									0	0		
169	Youth's Free Library	do	Yes	0		Yes	Yes	0	0		Yes	0	4	5,773
170	Grosvenor Library	Buffalo, N. Y	0	Yes			0	0	0		0	Yes	1	3,000
171	Young Men's Association	do	Yes	Yes	Yes				0		Yes	0	4	2,800
172	Mechanics' Institute	do	0	Yes			0						1	3,000
173	Flushing Library Association	Flushing, N. Y	Yes	Yes	Yes		Yes	0	0		0	0	1	0
174	Wadsworth Library	Geneseo Village, N. Y	0	Yes	Yes	Yes	Yes	Yes	0		Yes	0	1	275
175	Hamilton Theological Seminary	Hamilton, N. Y												
176	Hornell Library	Hornellsville, N. Y	0	Yes	Yes	Yes	0	Yes	0		0	0	0	443
177	Franklin Library Association	Hudson, N. Y	Yes	Yes	Yes	Yes	Yes	0	0		0	0	2	300
178	Library of American Bible Society	New York, N. Y	Yes	0		Yes			0			Yes		
179	Apprentices' Library	do	Yes	Yes	Yes	Yes	Yes	0	Yes		Yes	0	5	4,500
180	Astor Library	do	Yes	Yes	Yes	Yes	Yes	Yes	0		Yes	Yes	6	15,000

181	Mercantile Library Association	do	Yes	Yes	Yes		Yes	Yes	0		Yes	0	23	43,013
182	City Library	do	0	Yes	Yes	Yes	0	0	0	0		Yes	2	5,000
183	Eclectic Library	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes					
184	New York Society Library	do	Yes	Yes	Yes	Yes	Yes	Yes	0		Yes	Yes	3	5,000
185	Union Theological Seminary	do	0	Yes	Yes		0	0	0		Yes	0	1	650
186	Washington Heights	do	Yes	Yes	Yes		0	0	0		0	0	1	1,200
187	Young Men's Christian Association	do	0	Yes	Yes	Yes	0	0	0			0	1	5,000
188	Oswego City Library	Oswego, N. Y	Yes	0	Yes	Yes	Yes	0	0		Yes	0	0	450
189	Public School Library	do							0			0		
190	Rochester Athenæum and Mechanics' Association.	Rochester, N. Y	Yes	0	Yes		0	0	0		0	Yes	1	2,500
191	Public School Central Library	do	Yes	0	Yes	Yes					0	0	2	900
192	Rochester Theological Seminary	do	0	Yes	Yes	Yes		0	0		0	0	1	150
193	Library of University of Rochester	do	0	Yes	Yes	Yes	0	Yes	0		Yes	0	2	
194	Union College Library	Schenectady, N. Y	0	Yes	Yes	Yes	Yes	Yes	0		Yes	0	1	250
195	Central Library	Syracuse, N. Y	Yes	0	Yes	Yes	0		0		0	0	1	1,500
196	Y. M. C. A. Library	do	0	Yes										
197	Troy Young Men's Association	Troy, N. Y	Yes	Yes	Yes	Yes	0	Yes	0		0	0	2	6,500
198	University Library	Chapel Hill, N. C	0	0	0	0	0	0	0			0		
199	Society Libraries, University of N. C	do												
200	Akron Library Association	Akron, Ohio	Yes	0	Yes	Yes	0	0	0		Yes	Yes	0	500
201	Young Men's Christian Association	Canton, Ohio	0	Yes							0		1	
202	Mount Saint Mary's Seminary	Cincinnati, Ohio	0	0	0	0	0	0				Yes	3	
203	Public Library	do	Yes	Yes	Yes	Yes	Yes	Yes	0		Yes	Yes	23	15,000
204	Library of Saint Xavier College	do												
205	Library of the Turner Society	do	Yes	Yes	Yes		Yes		0		Yes	Yes	5	0
206	Young Men's Mercantile Library	do	Yes	Yes	Yes	Yes	Yes	0	0		Yes	0	3	3,635
207	Circleville Library	Circleville, Ohio	0	Yes	0	0					0	0		
208	Cleveland Public Library	Cleveland, Ohio	0	0	0	0	0	0	0					
209	Western Reserve Historical Society	do	0	Yes	Yes	Yes		0	0		Yes	Yes	1	500
210	Ohio State Library	Columbus, Ohio	0	0	0	0	0	0	0			Yes	1	6,100
211	Sturges Library	Delaware, Ohio	Yes	Yes	0	0	Yes	0	0			0	3	100
212	Kenyon College Library	Gambier, Ohio	0	Yes	0	0	0	0	0		Yes	0	0	100
213	Library of Denison University	Granville, Ohio	0	Yes	0	0			0		Yes	0	2	
214	Lane Free Library	Hamilton, Ohio		Yes		Yes			Yes		Yes	0		
215	Marietta College	Marietta, Ohio	Yes	Yes	Yes	Yes								
216	Young Men's Library	Norwalk, Ohio	0	0	0	0	0	0	0		0	0	1	900
217	Sidney Library Association	Sidney, Ohio	0	Yes	0	0			0		0	0	0	100
218	Excelsior Library	Springfield, Ohio	0	Yes	Yes			0	0		0	0		
219	Springfield Public Library	do	Yes	Yes	Yes	Yes	Yes	0	Yes		0	0	1	
220	Library Association	Portland, Oreg	Yes	Yes	Yes	Yes	Yes	Yes	0	1854	0	0	1	4,200
221	Allegheny Public School Library	Allegheny, Pa	Yes	0	0	0	Yes		0		0	0	0	600
222	Altoona Mechanics' Library, &c	Altoona City, Pa	Yes	Yes		Yes	Yes		0		0	0	1	150
223	City Library, Y. M. C. A	Erie, Pa	Yes	0	Yes	Yes	0	0	0	1863	0	0	2	925
224	Fallsington Library Company	Fallsington, Pa	0	Yes	0	0	0	0	0		0	0	0	20
225	Friends' Library and Reading-Room	Germantown, Pa	Yes		Yes	0	0	0	Yes			0	2	550
226	Pennsylvania College Library	Gettysburgh, Pa	0				0	0	0		0			
227	Library of Theological Seminary	do	0	Yes	Yes	0	0	0	0			0	1	10
228	Cassel's Library	Harleysville, Pa	0	Yes	Yes	0	0	0	0		Yes	0	0	
229	State Library	Harrisburgh, Pa	Yes		Yes	Yes	Yes	Yes	0				1	7,000
230	Union Library Company	Hatborough, Pa	Yes	0		Yes	Yes		0		Yes		1	
231	Law Library Association	Lancaster, Pa	Yes	0	Yes	0	0		0		0	0	0	50

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Catalogues.						Library subject to State or municipal taxation.	Is not subject to taxation by reason of act of—	Does library own its building?	Building fire-proof?	Number of assistants and employés.	Total annual cost of administration.
			Printed.	Manuscript.	Alphabetical by authors.	Alphabetical by subjects.	Subject or classed.	Of pamphlets, maps, &c.						
	1	2	59	60	61	62	63	64	65	66	67	68	69	70
232	Mechanics' Library	Lancaster, Pa	Yes	Yes	0	Yes			0		0	0		
233	Meadville City Library	Meadville, Pa	0	Yes	0	Yes	Yes	0	0		0	Yes	1	$500
234	Philo-Franklin Society Library	do	Yes			Yes	Yes		0			0	4	0
235	Meadville Theological School Library	do	Yes		Yes		Yes		Yes			0	2	100
236	Moravian Historical Society	Nazareth, Pa	0	Yes	0	0	0	0	0		0	0	0	0
237	Norristown Library Company	Norristown, Pa	0	Yes	Yes	Yes	0	0	0	1861	Yes	0	1	425
238	Library of the Academy of Natural Sciences.	Philadelphia, Pa	Yes	Yes	Yes	0	0	Yes	0		Yes	Yes	3	
239	Apprentices' Library Company	do	Yes	Yes				0	0			0	5	1,269
240	Baptist Historical Society	do	Yes	Yes	Yes	Yes	Yes	0	0		0	0	1	0
241	Brotherhead Library	do	Yes	0	Yes	Yes	Yes	0	0	0	Yes	0	3	1,000
242	Historical Society of Pennsylvania	do												
243	Library Company of Philadelphia	do	Yes	Yes	Yes	Yes	Yes	Yes	0	1827	Yes	0	2	4,000
244	Mercantile Library	do	Yes	Yes	Yes	Yes	Yes	0	0		Yes	0	22	12,500
245	Moyamensing Literary Institute	do	Yes	0		Yes	Yes	0	0	1866	Yes	0	1	1,280
246	Pennsylvania Historical Society	do	Yes	Yes			Yes	0	0		0	0	0	
247	Pennsylvania Hospital	do	Yes	0	Yes	Yes	Yes	0	0		Yes	0	0	
248	Southwark Library	do	0	Yes		Yes	0	0	0	1868	Yes	0	0	950
249	West Philadelphia Institute	do	0	Yes							0	0	0	1,125
250	Y. M. C. A. Library	do	Yes	0	Yes	Yes	Yes	0	Yes		Yes	0	2	
251	The Athenæum of Philadelphia	do	0	Yes	Yes	Yes	0	0	Yes		Yes	0	0	5,000
252	Carpenters' Company of Philadelphia	do	Yes	0	Yes				0			0	0	600
253	Young Men's Mercantile Library	Pittsburgh, Pa	Yes	Yes	Yes	Yes	0	0	0	1847	0	0	4	2,520
254	Young Men's C. A. Library	Bristol, R. I	Yes	Yes			Yes	0	0		0	0	1	140
255	East Greenwich Free Library	East Greenwich, R. I	0	0	0	0	0	0	0	1857	Yes	0	1	450
256	Foster-Manton Library	Foster Centre, R. I	0				0	0	0		0	0	0	0
257	Kingston Library	Kingston, R. I												
258	Lonsdale Library	Lonsdale, R. I	Yes	0	0	0	Yes	0	0		0	0	0	800
259	People's Library	Newport, R. I	Yes	0	Yes	Yes	Yes	0	0	1870	Yes	0	1	
260	Redwood Library and Athenæum	do	Yes	Yes	Yes	Yes			0	1870	Yes	0	2	2,200
261	Slatersville Reading-Room & Library	North Smithfield, R. I	0	0	0	0	0	0	0		0	0	0	0
262	Pawtucket Library Association	Pawtucket, R. I	Yes	0	Yes	Yes	0	0	0	1852	0	0	1	1,079

263	Brown University Library	Providence, R. I.	Yes	Yes	Yes	0		Yes	0			0	0	2,200
264	Franklin Lyceum	do	Yes	Yes	Yes	Yes	0	0	0	1870	0	0	1	3,500
265	State Law Library	do	0	Yes			0	0	0		0	0	0	
266	Association of Mechanics and Manufacturers.	do	Yes	Yes	Yes	Yes	0		0	1871	0	0	5	600
267	Providence Athenæum	do	Yes	Yes	Yes		Yes	0	0	1870	Yes	Yes	2	
268	Library of the Union for Christian Work.	do	0	Yes	Yes	Yes	0	0	0		0	0	1	175
269	Harris Institute Library	Woonsocket, R. I.	Yes						0	1863	Yes	0	3	
270	Charleston Library Society	Charleston, S. C	0								Yes			
271	State Library	Columbia, S. C	Yes									0		
272	Theological Seminary	do	Yes	Yes	Yes		0	0	0			0		
273	Library of University of South Carolina.	do	Yes	Yes	Yes		Yes	0	0	1801		Yes	0	600
274	State Library	Nashville, Tenn												
275	Houston Public Library	Houston, Tex	0	0	0	0	0	0	0		0	Yes	1	300
276	University and State Agricultural College.	Burlington, Vt	Yes	0			Yes	0	0		Yes	Yes	0	
277	Young Men's Association	do	Yes	0	Yes	Yes	Yes	0	0		0	0	0	300
278	Middlebury College	Middlebury, Vt	0	0	0	0	0	0	0			0	0	
279	State Library	Montpelier, Vt	Yes	0	Yes		0	0	0			0	3	
280	Peabody Library	Post Mills Village, Vt	0	Yes	Yes	Yes	Yes	0	0		Yes	0	0	50
281	Saint Johnsbury Athenæum	Saint Johnsbury, Vt.	0	Yes	Yes	Yes	0	0					2	
282	Alexandria Library	Alexandria, Va	0	0	0	0	0		0		0	0		
283	Emory and Henry College	Emory, Va	Yes	0	0	Yes	Yes	0	0			0	0	0
284	Theological Seminary	Fairfax County, Va		Yes	Yes				0	1854		Yes	2	100
285	Union Theological Seminary	Hampden, Va	0	Yes	Yes	Yes	0	0	0			0	2	75
286	Petersburgh Library Association	Petersburgh, Va	Yes	Yes	Yes		0	0	0		Yes	0	0	2,900
287	University of Virginia	University of Va	0	Yes	Yes		Yes	0	0			0	0	
288	Young Men's Association	Janesville, Wis	Yes	Yes			Yes		0		0	0	0	350
289	Seminary of Saint Francis	Lake, Wis	0						0					
290	State Historical Society	Madison, Wis	0	Yes	Yes	Yes		Yes	0			Yes	2	6,800
291	Georgetown College	Georgetown, D. C	0	Yes	Yes		0	0	0			0	0	100
292	Library of Congress	Washington, D. C	Yes	Yes	Yes	Yes	Yes	Yes	0			Yes	14	26,140
293	Senate Library	do										Yes		
294	Signal-Office United States Army	do	Yes	0	Yes		Yes	0	0				1	5,000
295	Department of the Interior	do	Yes	0					0			Yes	1	1,400
296	Department of Agriculture	do	0	Yes	Yes	Yes	Yes	Yes						
297	Patent-Office Library	do	Yes	Yes	Yes			0	0				4	
298	Bureau of Statistics	do	0	Yes	Yes	Yes	Yes		0			Yes	1	
299	War Department Library	do		Yes	Yes		Yes		0			0	1	
300	Surgeon-General's Office	do	Yes	Yes	Yes		Yes		0			Yes		
301	United States Naval Observ'y Lib'y	do	Yes	Yes	Yes				0			0	0	
302	Department of State Library	do		Yes	Yes		0					0		
303	Bureau of Education	do	0	0	0	0	0	0	0		0	Yes	0	1,200
304	Washington City Library	do	Yes	0	Yes		Yes	0	0		0	0	2	1,000
305	Howard University	do	0	Yes	Yes	Yes	Yes	0	0			0	1	730
306	Library of Washington Territory	Olympia, Wash	Yes	0					0			0	0	400

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Chief librarian.		Remarks.
			Name.	How chosen.	
	1	2	71	72	
1	Little Rock Mercantile Library	Little Rock, Ark	George S. Green	Directors	
2	Odd-Fellows' Library	Petaluma City, Cal	Miss P. S. Colly	Trustees	
3	California State Library	Sacramento, Cal	Robert O. Cravens	do	Specialties, law, political economy, history, and biography. Two-thirds of books belong to these classes.
4	Mechanics' Institute Library	San Francisco, Cal	George C. Hurlbut	do	Specialty, science.
5	Mercantile Library	do	Alfred Stebbins		From 19th annual report.
6	Odd-Fellows' Library	do	George A. Carnes	Directors	No specialty. Complete in "History of the Pacific coast."
7	Woodward's Gardens Library	do	Harry Andrews		Specialty, science.
8	Young Men's Christian Association	do	Rev. Henry Cox, D. D	Association	
9	Sacramento Library Association	Sacramento, Cal	M. S Cushman	Directors	
10	Douglas Library	Canaan, Conn	Charles Gillette	Town	
11	Danbury Library	Danbury, Conn	C. H. Sanford	Trustees	No specialty.
12	Theological Institute Library	Hartford, Conn	William Thompson	do	
13	Trinity College Library	do	Thomas Ruggles Pynchon	do	Specialties, classical lexicography, chemistry, Anglican theology, and English controversial pamphlets.
14	Watkinson Library of Reference	do	J. Hammond Trumbull	do	No specialty.
15	Bill Library	Ledyard, Conn	Edmund Spicer	do	
16	Library of Wesleyan University	Middletown, Conn	C. T. Winchester	do	Specialty, "Stronger in American history than in any other department."
17	New Britain Institute	New Britain, Conn	Florence A. Fuller	Committee	
18	Library of American Oriental Society	New Haven, Conn	Prof. William D. Whitney	Society	
19	Otis Library	Norwich, Conn	H. B. Buckingham	Trustees	No specialty.
20	Silas Bronson Library	Waterbury, Conn	Homer F. Bassott	Board of agents	No specialty yet, but will "collect works relating to the mechanic arts."
21	Wilmington Institute	Wilmington, Del	Augustus F. Wilmans	Directors	No specialty.
22	Georgia State Library	Atlanta, Ga	John S. Conley		Specialty, law.
23	Alton Public Library	Alton, Ill	Miss Mary Douglass		
24	Belleville Saengerbund and Lib. Society's Library.	Belleville, Ill	Henry Raab	Annually by members	
25	Illinois Industrial University Library	Champaign, Ill	William M. Baker		Specialty, science.
26	Free Library of Chicago	Chicago, Ill	D. B. Wickersham, (acting)	Directors	
27	Library of the Presbyterian Theological Seminary of the Northwest.	do	Charles Elliott	Faculty	
28	Y. M. C. Association Library	do	Miss H. F. Laughton	Committee	
29	Mercantile Library	Peoria, Ill	S. B. Armstrong	Directors	Specialty, "fiction."
30	Quincy Library	Quincy, Ill	Miss Bessie Allen	do	

31	Wabash College Library	Crawfordsville, Ind.	Samuel S. Thompson		
32	Whitcomb and College Circulating Library.	Greencastle, Ind	John Clark Redpath	Faculty	
33	Indiana State Library	Indianapolis, Ind	James De Sanno	Legislature	
34	Madison Library Association	Madison, Ind	James Siddall	Directors	
35	Library of Notre Dame	Notre Dame, Ind	Rev. J. C. Carrier, C. S. C	Provincial of order	
36	The Public Library of Burlington	Burlington, Iowa	Mrs. Ann M. Morgan	Trustees	
37	Iowa State Library	Des Moines, Iowa	Mrs. Ada North	Governor	Specialty, law.
38	Jefferson County Library Associat'n.	Fairfield, Iowa			Specialty, history.
39	State Historical Society of Iowa	Iowa City, Iowa	George Fracker	Board of curators	
40	Keokuk Library Association	Keokuk, Iowa	Miss Emma Hart	Directors	
41	Kansas State Library	Topeka, Kans	David Dickinson	Governor	Specialty, law.
42	Kentucky State Library	Frankfort, Ky	George B. Crittenden	Legislature	Do.
43	Louisville Law Library	Louisville, Ky	John Polk	Directors	
44	Louisville Library Association	do	Edwin G. Booth	do	
45	Fisk Free Library of the New Orleans Mechanics' Society.	New Orleans, La	Luther Homes	Society	
46	New Orleans Y. M. C. A	do	William Walker	Members of association	
47	Maine State Library	Augusta, Me	J. S. Hobbs	Governor and council	Do.
48	Bangor Library Association	Bangor, Me	Ed. H. Cass	Directors	
49	Bangor Mechanics' Association Library.	do	Daniel Holman	Trustees	
50	Bowdoin College Library	Brunswick, Me	Alpheus S. Packard	do	Specialty, "probably excels in scientific character."
51	Bucksport Social Library	Bucksport, Me	A. R. Sparhawk		
52	Gardiner Public Library	Gardiner, Me	Mrs. Sarah H. Heath	Directors	
53	Hallowell Social Library	Hallowell, Me	J. De Wolfe Smith	do	
54	Mechanics' Library	Portland, Me	J. B. Thorndike	do	
55	Saco Athenæum	Saco, Me	George A. Emery	Members	
56	Skowhegan Library Association	Skowhegan, Me	M. D. Johnson	Directors	
57	Maryland State Library	Annapolis, Md	J. H. T. Magruder	Governor	Specialty, law.
58	The Library Company of the Baltimore Bar.	Baltimore, Md	Charles Poe	Directors	Specialty, law.
59	Maryland Institute Library	do	A. F. Lusby	Managers	
60	Mercantile Library Association	do	John W. M. Lee	Directors	
61	Odd Fellows' Library	do	John Shotten	Committee on library	
62	Peabody Institute Library	do	Philip R. Ashler	Trustees	
63	Amherst College Library	Amherst, Mass	William L. Montague	do	
64	Library of Andover Theological Seminary.	Andover, Mass	Rev. William L. Ropes	do	
65	Beverly Public Library	Beverly, Mass	Joseph D. Tuck	do	
65½	American Academy of Arts and Sciences.	Boston, Mass	Edmund Quincy	Academy	
66	Boston Public Library	do	Justin Winsor	Trustees	
67	Boston Young Men's Christian Union	do	George S. Russell	Board	
68	Congregational Library	do	I. P. Langworthy	Members	
69	Library of the Boston Athenæum	do	Charles A. Cutter	Trustees	Specialties, "travels and history."
70	Library of the New England Historical Genealogical Society.	do	John Ward Dean	Society	Specialties, "history of New England and genealogy of New England families."
71	Library of the Y. M. C. A	do	J. E. Gray	Managers	
72	Mechanic Apprentices' Library	do	Ed. J. Ryan	Association	
73	Roxbury Athenæum	do	Sarah E. Pitts	Trustees	

TABLE XIV.—*Statistics of libraries for 1872; from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Chief librarian.		Remarks.
			Name.	How chosen.	
	1	2	71	72	
74	Social Law Library	Boston, Mass.	F. W. Vaughan	do	Specialties, "law reports and treatises."
75	State Library	do	Samuel C. Jackson	Board of education	Specialty, "law."
76	Treadwell Library, Massachusetts General Hospital.	do	Norton Folsom, M. D.	Medical officers	Specialty, rare medical works.
77	Merrick Public Library	Brookfield, Mass	M. J. W. Carkin	Trustees	
78	Dana Library	Cambridge, Mass.	Carolino F. Orme	do	
79	Harvard University Library	do	John L. Sibley	College corporation	
80	Charlestown Public Library	Charlestown, Mass.	Cornelius S. Caitee	Trustees	
81	Peabody Library, (branch)	Danvers, Mass	A. S. Howard	Library committee	Specialty, "natural history."
82	Peabody Library	Georgetown, Mass	Richard Tenney	Trustees	
83	Sawyer Free Library	Gloucester, Mass.		Lyceum	
84	Groton Public Library	Groton, Mass	Charles Woolley, jr.	Library committee	
85	Harvard Public Library	Harvard, Mass.	Mrs. George Harrod	Committee	
86	Morse & Son's Circulating Library	Haverhill, Mass.	George D. Morse		
87	Public Library Association	Hinsdale, Mass	G. T. Plunkett	Directors	
88	Lancaster Town Library	Lancaster, Mass	Alice G. Chandler	Library Committee	
89	Lawrence Free Public Library	Lawrence, Mass.	William I. Fletcher	Trustees	
90	Middlesex Mechanics' Association	Lowell, Mass	Mary E. Sargent	Directors	Specialty, "mechanics."
91	Lynn Free Public Library	Lynn, Mass.	Jacob Batchelder	Trustees	
92	Millbury Town Library	Millbury, Mass.	Abbey B. Johnson	do	
93	Natick Town Library	Natick, Mass	Edwin W. Morse	Selectmen	
94	New Bedford Free Public Library	New Bedford, Mass.	Robert C. Ingraham	Trustees	
95	Newburyport Public Library	Newburyport, Mass.	Hiram A. Tenney	Directors	
96	Newton Athenæum	Newton, Mass.	Phineas Allen	do	
97	Northampton Public Library	Northampton, Mass.	Caroline S. Laidley	Library committee	
98	Northborough Free Library	Northborough, Mass	John B. Crawford	Trustees	
99	North Bridgewater Public Library	North Bridgewater, Mass.	Lewis Fellows	Library committee	
100	Appleton Library	N'th Brookfield, Mass	Rev. G. H. De Bervoise, (ex officio)	Congregation	"Pastor's library."
101	Oxford Free Public Library	Oxford, Mass.	Richard Sanford	Library committee	
102	Peabody Institute Library	Peabody, Mass	Fitch Poole	Committee	
103	Phillips Free Public Library	Phillipston, Mass.	Mrs. T. H. Chaffin	Selectmen	
104	Berkshire Athenæum	Pittsfield, Mass	J. E. A. Smith	Trustees	
105	Public Library	Quincy, Mass	Charles A. Foster, secretary	do	
106	Essex Institute	Salem, Mass.	William P. Upshaw	Members	Specialties, history and science.
107	Peabody Academy of Sciences	do	F. W. Putnam, director of academy.		Most of the books received are turned over to the Essex Institution, excepting a few needed for reference by the officers of the academy.

108	Arms Library	Shelburne Falls, Mass	Eliza I. Maynard	Trustees	
109	City Library Association	Springfield, Mass	William Rice	Directors	
110	Jackson Library	Stockbridge, Mass	Miss J. L. Barnum	Library association	
111	Swampscott Town Library	Swampscott, Mass	Curtis Merritt	Selectmen	
112	Goodenow Library	South Sudbury, Mass	Jervis E. Horr	Committee	
113	Taunton Public Library	Taunton, Mass	Edwin Manly	Trustees	
114	Waltham Public Library	Waltham, Mass	Andrew J. Lathrop	Directors	
115	Wayland Free Public Library	Wayland, Mass	James S. Draper	Library committee	
116	Westfield Athenæum	Westfield, Mass	Sewall Lamberton	Committee	
117	Town Library	Westford, Mass	T. A. Bean	Selectmen	
118	Weston Town Library	Weston, Mass	John Coburn	Library committee	
119	West Roxbury Free Library	West Roxbury, Mass	Cornelius Cowing	Directors	
120	Williams College Library	Williamstown, Mass	N. H. Griffin	Trustees	
121	Winchendon Public Library	Winchendon, Mass	Mrs. Wheeler Poland	do	
122	Winchester Library	Winchester, Mass		do	
123	Woburn Town Library	Woburn, Mass	Mrs. E. H. Woodberry	Library committee	
124	Free Public Library	Worcester, Mass	Samuel S. Green	Directors	Gradually accumulating books relating to the application of science and the fine arts to mechanical operations and the useful arts.
125	Worcester District Medical Society Library.	do	Lewis S. Dixon, M. D	Society	
126	Worcester Co. Mechanics' Library	do	Mrs. F. J. Thurston	Directors	
127	Worcester Co. Horticultural Society Library.	do	Ed. W. Lincoln	Society	Specialty, horticulture.
128	Albion College Library	Albion City, Mich	M. W. Darling, (pro tem)	Faculty	
129	University of Michigan Library	Ann Arbor, Mich	Rev. Andrew Ten Brook, M. A	Regents	
130	Detroit Mechanics' Society	Detroit, Mich	John Farrar		
131	Public Library of City of Detroit	do	Henry Chaney	Board of Education	
132	Detroit Young Men's Society Library	do	C. N. Gatland	Managers	
133	Ladies' Library Association	Kalamazoo, Mich	Mrs. D. B. Webster	Association	
134	Young Men's Library Association	do	W. W. Peck	do	
135	Minnesota Historical Society	Saint Paul, Minn	J. Fletcher Williams	Society	Specialty, history of Minnesota.
136	Saint Paul Library	do	Mary S. Creek	Directors	
137	Mississippi State Library	Jackson, Miss	I. N. Osborn	Legislature	
138	Saint Charles Catholic Library	Saint Charles, Mo	Henry F. Eils, S. J	Pastor	
139	Law Library Association	Saint Louis, Mo	Eugene C. Fittman	Directors	
140	Public School Library	do	John Jay Bailey	Managers	
141	Saint Louis Mercantile Library	do	John N. Dyer	Directors	
142	Saint Louis University Library	do	John P. Frieden, S. J	President	
143	Nebraska State Library	Lincoln City, Neb	Guy A. Brown	Supreme court	Specialty, "law."
144	Ketchum Library	Bristol, N. H	Rev. Silas Ketchum	Self-appointed	This is a private library in the parsonage.
145	Charlestown Social Library	Charlestown, N. H	Samuel Webber	Shareholders	
146	Concord Public Library	Concord, N. H	Frederick S. Crawford	Trustees	
147	New Hampshire Historical Society's Library.	do	N. Bouton	Society	
148	State Library	do	William H. Kimball	Trustees	
149	Juvenile and Social Library	Dublin, N. H	Milton D. Mason	Society	
150	Town Library	Exeter, N. H	B. Mavin Fernald	Committee	
151	Franklin Library Association	Franklin, N. H	Annie Nesmith	Trustees	
152	Hollis Social Library	Hollis, N. H	Levi Abbott	Members	
153	Manchester City Library	Manchester, N. H	Charles H. Marshall	Trustees	

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Chief librarian.		Remarks.
			Name.	How chosen.	
	1	2	71	72	
154	Library of Literary Adelphi	New Hampton, N. H.	D. J. Farmer	Society	
155	Portsmouth Athenæum	Portsmouth, N. H.	Susan E. Christie	Directors	
156	Portsmouth Mercantile Library Association.	do	C. A. Hazlett	Members	
157	Manufacturers' and Village Library.	Somersworth, N. H.	Emery J. Randall	Directors	
158	Library of Young Men's Christian Association.	Bridgeton, N. J	M. S. Logue	Managers	
159	Drew Theological Seminary Library.	Madison, N. J	Daniel P. Kidder	Trustees	
160	New Jersey Historical Society	Newark, N. J	Samuel Hutchings	Society	
161	Hertzog Hall Library	New Brunswick, N. J	S. M. Woodbridge	Faculty	
162	Young Men's Christian Association Library.	do	Mrs. Sarah Brown	Managers	
163	Fallsington Library	Trenton, N. J			
164	Dudley Observatory	Albany, N. Y			Specialty, "astronomy."
165	State Library	do	Henry A. Homes	Trustees	Specialties, "law and American history and authors."
166	Young Men's Christian Association	do	Henry L. Gladding	Directors	
167	Young Men's Association	do	Dwight Adams	"The management"	
168	The Long Island Historical Society.	Brooklyn, N. Y	George Hannah		Specialties, "American local history and family genealogy."
169	Youth's Free Library	do	Louisa N. Rose	Executive committee	
170	Grosvenor Library	Buffalo, N. Y	Alexander J. Sheldon	Trustees	Specialties, "polygraphical and scientific works."
171	Young Men's Association	do	William Ives	Executive committee	
172	Mechanics' Institute	do	O. J. Swegles	Committee on library	
173	Flushing Library Association	Flushing, N. Y	Andrew Scott	Directors	
174	Wadsworth Library	Genesco Village, N. Y	Mrs. Cornelia Olmstead	Trustees	
175	Hamilton Theological Seminary	Hamilton, N. Y	N. L. Andrews		
176	Hornell Library	Hornellsville, N. Y	Miss Ella Truesdale	Managers	"Strong in history."
177	Franklin Library Association	Hudson, N. Y	W. C. Wilcox	Officers	
178	Library of American Bible Society	New York, N. Y	Joseph Holdich	Board	"Biblical almost entirely"—"have the Bible in about 150 languages."
179	Apprentices' Library	do	Jacob Schwartz, jr	Library committee	
180	Astor Library	do	Ed. R. Straznicky, M. D	Trustees	
181	Mercantile Library Association	do	G. J. Schemerhorn	Directory	
182	City Library	do	Asher Barnett	Clerk Common Council	Specialties, "law and documents relating to municipal government."
183	Eclectic Library	do			
184	New York Society Library	do	Wentworth S. Butler	Trustees	Is strongest in travels, belles-lettres, and French literature.

185	Union Theological Seminary	do	Henry B. Smith	Directors	Specialties, theological works, histories, &c.
186	Washington Heights	do	John MacMullen	Trustees	Strong in works of fiction.
187	Young Men's Christian Association	do	Reuben B. Pool	Library committee	
188	Oswego City Library	Oswego, N. Y	Arba Leonard	Board education	
189	Public School Library	do	do	do	
190	Rochester Athenæum and Mechanics' Association.	Rochester, N. Y	Mrs. C. B. Ayers	Directors	Specialty, novels, 75 per cent.
191	Public School Central Library	do	S. A. Ellis	Board education	Specialties, juveniles and novels.
192	Rochester Theological Seminary	do	R. J. W. Buckland	Executive committee	Strong in the collection of Dr. Augustus Neander, the church historian, 4,049 vols.
193	Library of University of Rochester	do	Otis H. Robinson	Trustees	
194	Union College Library	Schenectady, N. Y	Jonathan Pearson	do	
195	Central Library	Syracuse, N. Y	William McCarthy	Board education	
196	Y. M. C. A. Library	do	N. S. Curtiss		
197	Troy Young Men's Association	Troy, N. Y	F. H. Stevens	Executive committee	
198	University Library	Chapel Hill, N. C	Fisk P. Brewer		
199	Society Libraries, University of N. C.	do			
200	Akron Library Association	Akron, Ohio	T. A. Noble	Trustees	
201	Young Men's Christian Association	Canton, Ohio	Miss Sallie Maloney	Officers	
202	Mount Saint Mary's Seminary	Cincinnati, Ohio	B. H. Engbers	President	Strong in works on French pulpit oratory and ascetic books, say 2,500 vols.
203	Public Library	do	William F. Poole	Managers	
204	Library of Saint Xavier College	do	Henry Munks	President	
205	Library of the Turner Society	do	J. Naegel	Society	
206	Young Men's Mercantile Library	do	M. Hazen White	Directors	Strong in American and European history, travels, and magazine literature.
207	Circleville Library	Circleville, Ohio			
208	Cleveland Public Library	Cleveland, Ohio		Board education	
209	Western Reserve Historical Society	do	M. Milford	Society	
210	Ohio State Library	Columbus, Ohio	S. G. Harbaugh	Governor	
211	Sturges Library	Delaware, Ohio	W. F. Whitlock	Faculty	
212	Kenyon College Library	Gambier, Ohio	E. C. Benson	Trustees	
213	Library of Denison University	Granville, Ohio	Almon U. Thresher	do	
214	Lane Free Library	Hamilton, Ohio	Miss Emma Lane	do	
215	Marietta College	Marietta, Ohio	William Holden		
216	Young Men's Library	Norwalk, Ohio	Miss Sophia Roland	Trustees	
217	Sidney Library Association	Sidney, Ohio	W. P. Stowell	do	
218	Excelsior Library	Springfield, Ohio		Society	
219	Springfield Public Library	do	Thomas J. Thompson	Directors	
220	Library Association	Portland, Oreg	Henry A. Oxer	do	
221	Allegheny Public School Library	Allegheny, Pa	C. W. Benney	Committee on library	
222	Altoona Mechanics' Library, &c	Altoona City, Pa	S. D. Casanave	Directors	
223	City Library, Y. M. C. A	Erie, Pa	H. S. Jones	Committee	
224	Fallsington Library Company	Fallsington, Pa	Lottie G. Moon	Directors	
225	Friends' Library and Reading-Room	Germantown, Pa	William Kite	Committee	
226	Pennsylvania College Library	Gettysburgh, Pa	Luther H. Croll	Faculty	This return includes two society libraries of 5,700 volumes each.
227	Library of Theological Seminary	do	Charles A. Hay	Directors	Specialty, German theological works.
228	Cassel's Library	Harleysville, Pa	Abraham H. Cassel	Self	This is a private library open to the public.
229	State Library	Harrisburgh, Pa	O. H. Miller	Governor	
230	Union Library Company	Hatborough, Pa	Charles Wakefield	Directors	
231	Law Library Association	Lancaster, Pa	D. G. Eshleman	Society	

TABLE XIV.—*Statistics of libraries for* 1872; *from replies to inquiries by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Chief librarian.		Remarks.
			Name.	How chosen.	
	1	2	71	72	
232	Mechanics' Library	Lancaster, Pa	Peter McConomy	Library committee	
233	Meadville City Library	Meadville, Pa	Thomas Roddy	Trustees	
234	Philo-Franklin Society Library	do	W. C. Beebe	Society	
235	Meadville Theological School Library	do	George J. Abbot	Trustees	
236	Moravian Historical Society	Nazareth, Pa	E. T. Grunewald	Society	Strong in works relating to history of Moravian Church and other denominations.
237	Norristown Library Company	Norristown, Pa	Miss A. A. Powel		
238	Library of the Academy of Natural Sciences.	Philadelphia, Pa	Edward J. Nolan	Trustees Academy	The library is exclusively composed of works on natural history.
239	Apprentices' Library Company	do	Samuel F. Troth		especially the Baptist.
240	Baptist Historical Society	do	Henry E. Lineolu	Managers	Specialty, history of Christian churches,
241	Brotherhead Library	do	William Brotherhead	Himself	Specialty, imported English novels.
242	Historical Society of Pennsylvania	do	James Shrigley	Council	
243	Library Company of Philadelphia	do	Lloyd P. Smith	Directors	
244	Mercantile Library	do	John Edmands	do	
245	Moyamensing Literary Institute	do	James A. Mathieu	Managers	
246	Pennsylvania Historical Society	do	Thomas Evans	Society	Specialty, works on horticulture and kindred subjects.
247	Pennsylvania Hospital	do	Alexander D. Stockton	Managers	
248	Southwark Library	do	Obed Barney	Directors	
249	West Philadelphia Institute	do	Mrs. E. A. Ashmead	Managers	
250	Y. M. C. A. Library	do	Thomas Marshall	do	
251	The Athenæum of Philadelphia	do	Louis K. Lewis	Directors	Clergymen exempt from dues.
252	Carpenters' Company of Philadelphia	do	M. Stewart	Managers	Strongest in architecture.
253	Young Men's Mercantile Library	Pittsburgh, Pa	George E. Appleton	Directors	
254	Young Men's C. A. Library	Bristol, R. I	Robert S. Andrews	Association	
255	East Greenwich Free Library	East Greenwich, R. I.	Joseph W. Congdon	Corporation	
256	Foster-Manton Library	Foster Centre, R. I.	Mowry P. Arnold	Shareholders	
257	Kingston Library	Kingston, R. I			
258	Lonsdale Library	Lonsdale, R. I	Miss Harriet Kilburn	Executive committee	
259	People's Library	Newport, R. I	Elma M. Dame	Trustees	
260	Redwood Library and Athenæum	do	Benjamin H. Rhoades	Directors	
261	Slatersville Reading-Room and Library.	North Smithfield, R. I	W. H. Sandford	J. and W. Slater	
262	Pawtucket Library Association	Pawtucket, R. I	Emily F. Pratt	Directors	
263	Brown University Library	Providence, R. I	Reuben A. Guild	Corporation	
264	Franklin Lyceum	do	Henry W. Allen	Lyceum	
265	State Law Library	do	Irving Champlin	Clerk sup. court	
266	Association of Mechanics and Manufacturers.	do	Silvanus Tingley	Directors	Strong in scientific and mechanical works.

267	Providence Athenæum	do	J. D. Hedge	do	
268	Library of the Union for Christian Work.	do	W. M. Bailey, jr	Society	
269	Harris Institute Library	Woonsocket, R. I	Annah Ballon	Trustees	
270	Charleston Library Society	Charleston, S. C	Arthur Magyeck	Society	
271	State Library	Columbia, S. C	Adolph Fininger	Governor	
272	Theological Seminary	do	Rev. George Howe, D. D., LL. D		
273	Library of University of South Carolina.	do	C. Bruce Walker	Trustees	
274	State Library	Nashville, Tenn	Mrs. Paralee Haskell		
275	Houston Public Library	Houston, Tex	James F. Dumble	Library committee	
276	University and State Agricultural College.	Burlington, Vt	Henry W. Haynes	Corporation	
277	Young Men's Association	do	Elihu B. Taft	Association	
278	Middlebury College	Middlebury, Vt	Solon Albee	Corporation	
279	State Library	Montpelier, Vt	Charles Reed	Trustees	Strong in law.
280	Peabody Library	Post Mills Village, Vt	Harvey Dodge	do	
281	Saint Johnsbury Athenæum	Saint Johnsbury, Vt.	William W. Thayer		Library and building owned and supported by the founder.
282	Alexandria Library	Alexandria, Va	Mrs. E. J. Young	Directors	
283	Emory and Henry College	Emory, Va	Edmund Longley	Faculty	
284	Theological Seminary	Fairfax County, Va.	Rev. Joseph Packard, D. D	Trustees	
285	Union Theological Seminary	Hampden, Va	Rev. B. M. Smith	do	
286	Petersburgh Library Association	Petersburgh, Va	W. L. Baylor	Directors	
287	University of Virginia	University of Va	William Wertenbaker	Board of visitors	
288	Young Men's Association	Janesville, Wis		Library committee	
289	Seminary of Saint Francis	Lake, Wis			
290	State Historical Society	Madison, Wis	Daniel S. Durrie	Society	
291	Georgetown College	Georgetown, D. C	Rev. J. S. Sumner, S. J		Specialty, old books.
292	Library of Congress	Washington, D. C	A. R. Spofford	President United States	
293	Senate Library	do	George S. Wagner	Secretary of Senate	
294	Signal-Office United States Army	do	Lieutenant Henry Jackson, A. S. O.		
295	Department of the Interior	do	C. C. Adams	Secretary of the Interior	
296	Department of Agriculture	do	John B. Russell	Commissioner of Agriculture	Specialty, agriculture.
297	Patent-Office Library	do	Dr. George C. Schaeffer	Commissioner of Patents	Specialty, a technical library of science, especially as applied to the arts.
298	Bureau of Statistics	do	E. T. Peters	Secretary of Treasury	Specialty, statistical and economical publications, say 1,500 volumes.
299	War Department Library	do	P. O'Hagan	Secretary of War	Specialty, military works—one-half.
300	Surgeon-General's Office	do	Captain J. S. Billings	Surgeon-General	Strong in medical works and works on the physical sciences connected with medicine.
301	United States Naval Observ'y Lib'y	do	Professor J. E. Nourse, U. S. N	Superintendent	
302	Department of State Library	do	John J. Chew	Secretary of State	Diplomacy.
303	Bureau of Education	do	R. Bruce Wallace	Commissioner of Education	Specialties, literature and educational reports.
304	Washington City Library	do	Harry C. Scott	Executive committee	
305	Howard University	do	D. B. Nichols, M. D	Trustees	
306	Library of Washington Territory	Olympia, Wash	I. N. Mossman	Legislature	

List of libraries (not private) containing more than 1,000 volumes. Compiled by the United States Bureau of Education.

[The * indicates that statistics are given from returns for which see Table XIV.]

No.	Library.	Post-office.	Number of volumes.
	ALABAMA.		
1	Florence Synodical College	Florence	1,200
2	Southern University	Greensborough	10,000
3	Greene Springs School	Greene Springs	2,000
4	Huntsville Female Seminary	Huntsville	3,000
5	Howard College	Marion	1,200
6	Judson Female Institute	do	3,000
7	Marion Female Seminary	do	1,000
8	Saint Joseph's College	Spring Hill	5,000
9	Tuscaloosa Female College	Tuscaloosa	1,000
10	University of Alabama	do	2,000
11	Ursuline Convent and Academy of Saint John the Baptist	do	1,560
	ARKANSAS.		
12*	Little Rock Mercantile Library	Little Rock	1,800
	CALIFORNIA.		
13	Saint Vincent's College	Los Angeles	1,000
14	City Library	Marysville	3,000
15	California Military Academy	Oakland	1,500
16	Pacific Theological Seminary	do	2,000
17	University of California	do	3,000
18*	Odd Fellows' Library	Petaluma City	1,386
19*	Sacramento Library Association	Sacramento	5,683
20*	State Library	do	31,000
21*	Mechanics' Institute Library	San Francisco	20,000
22*	Mercantile Library	do	35,000
23*	Odd Fellows' Library	do	21,300
24	Saint Ignatius College	do	5,200
25	Saint Mary's College	do	1,400
26	Saint Mary's Library Association	do	2,000
27	San Francisco Theological Seminary	do	7,000
28*	Woodward's Gardens Library	do	2,000
29*	Young Men's Christian Association	do	3,500
30	College of Notre Dame	San José	3,000
31	State Normal School	do	2,100
32	Franciscan College	Santa Barbara	2,000
33	Santa Clara College	Santa Clara	10,000
34	Odd Fellows' Library	Stockton	1,600
35	California College	Vacaville	1,000
	CONNECTICUT.		
36	Allis's Circulating Library	Birmingham	2,000
37	Bridgeport Library	Bridgeport	9,000
38*	Douglas Library	Canaan	1,650
39*	Danbury Library	Danbury	1,700
40	School for Young Ladies	Farmington	2,000
41	American Asylum for Deaf and Dumb	Hartford	2,500
42	Connecticut Historical Society	do	16,000
43	Hartford Public High School	do	1,500
44	State Library	do	12,000
45*	Theological Institute Library	do	7,000
46*	Trinity College	do	15,000
47*	Watkinson Library of Reference	do	27,000
48	Young Men's Institute	do	23,000
49*	Bill Library	Ledyard	1,752
50	State Reform School	Meriden	1,400
51	Young Men's Christian Association	do	1,500
52	Industrial School for Girls	Middletown	1,100
53*	Wesleyan University	do	22,000
54	Young Men's Christian Association	do	1,000
55*	New Britain Institute	New Britain	2,794
56*	American Oriental Society	New Haven	3,000
57	Connecticut Academy of Arts and Sciences	do	300
58	Grove Hall Young Ladies' School	do	1,500
59	Yale College	do	88,500
60	Young Men's Library Association	New London	4,000
61	Norwich Free Academy	Norwich	3,000
62*	Otis Library	do	7,000
63	Connecticut Literary Institution	Suffield	1,000

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	CONNECTICUT—Continued.		
64*	Silas Bronson Library	Waterbury	15,000
65	Dowes's Circulating Library	West Killingly	1,300
66	Rose Library	Wethersfield	1,600
	DELAWARE.		
67	State Library	Dover	30,000
68	Delaware College	Newark	6,000
69	New Castle Library Company	New Castle	6,254
70	Smyrna Library Association	Smyrna	2,000
71	Library of Iris	Wilmington	2,000
72	Wesleyan Female College	do	3,500
73*	Wilmington Institute	do	11,000
	GEORGIA.		
74	University of Georgia	Athens	20,000
75*	State Library	Atlanta	15,000
76	Young Men's Library Association	do	3,000
77	Medical College of Georgia	Augusta	5,000
78	Mechanics' and Scientific Association	Columbus	8,000
79	Academy for the Blind	Macon	2,000
80	Mercer University and Societies	do	9,000
81	College Temple	Newman	5,000
82	Emory College and Societies	Oxford	10,600
83	Savannah Medical College	Savannah	3,000
84	Georgia Historical Society	do	7,000
	ILLINOIS.		
85	Evangelical Lutheran Teachers' Seminary	Addison	5,200
86*	Public Library	Alton	3,500
87	Aurora Library	Aurora	1,500
88	Jenning's Seminary	do	1,579
89*	Sængerbund and Library Society	Belleville	4,876
90	Bloomington Female Seminary	Bloomington	1,000
91	Illinois Wesleyan University	do	1,500
92	Blackburn University	Carlinville	3,000
93*	Illinois Industrial University	Champaign	10,000
94	Baptist Union Theological Seminary	Chicago	15,000
95	Bennett College of Eclectic Medicine and Surgery	do	5,000
96	Chicago College of Pharmacy	do	1,000
97*	Free Library of Chicago	do	3,157
98*	Presbyterian Theological Seminary of the Northwest	do	8,000
99	Saint Ignatius College	do	5,000
100	University of Chicago	do	4,590
101	Hengstenberg Library, (University of Chicago)	do	13,000
102*	Young Men's Christian Association	do	2,406
103	Eureka College	Eureka	2,000
104	Garrett Biblical Institute	Evanston	3,000
105	Northwestern University	do	22,000
106	Northwestern Female College	do	1,250
107	City Library	Galesburgh	6,500
108	Knox College	do	6,200
109	Lombard University	do	3,300
110	Young Men's Library Association	do	4,000
111	Monticello Seminary	Godfrey	1,300
112	Almira College	Greenville	1,200
113	Illinois College	Jacksonville	8,000
114	Illinois Female College	do	2,000
115	Institution for Education of Deaf and Dumb	do	1,000
116	Odd Fellows' Library	do	1,600
117	Lake Forest University	Lake Forest	1,000
118	McKendree College	Lebanon	8,000
119	Lincoln University	Lincoln	2,000
120	Monmouth College	Monmouth	2,000
121	Theological Seminary of the Northwest	do	2,200
122	Mount Carroll Seminary	Mount Carroll	5,000
123	State Normal University	Normal	3,030
124	Augustana College	Paxton	7,000
125*	Mercantile Library	Peoria	7,000
126*	Quincy Library	Quincy	3,850
127	Saint Francis Solanus College	do	2,500
128	Jubilee College	Robin's Nest	3,000
129	Rockford Female Seminary	Rockford	2,000
130	Springfield Library	Springfield	4,000
131	State Agricultural Society	do	1,000

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post office.	Number of volumes.
	ILLINOIS—Continued.		
132	State Library	Springfield	15,000
133	State Law Library	do	3,000
134	Shurtleff College	Upper Alton	5,550
135	Wheaton College	Wheaton	3,000
136	Brelsford's Circulating Library	Wilmington	2,000
	INDIANA.		
137	Monroe County Library	Bloomington	2,000
138	Indiana University	do	6,000
139*	Wabash College	Crawfordsville	12,000
140	Evansville Library Association	Evansville	3,500
141	Concordia College	Fort Wayne	3,000
142	Fort Wayne College	do	1,630
143	Franklin College	Franklin	1,000
144*	Whitcomb and College Circulating Library	Greencastle	9,000
145	Hanover College	Hanover	7,000
146	Centre Township Library	Indianapolis	2,500
147	Indianapolis Library	do	1,509
148	Institution for Education of Deaf and Dumb	do	2,320
149	Northwestern Christian University	do	5,000
150	Saint Patrick's (Catholic) Library	do	2,000
151*	State Library	do	15,000
152	Young Men's Christian Association	do	2,200
153*	Madison Library Association	Madison	4,000
154	College Library	Moore's Hill	1,500
155	De Pauw College	New Albany	1,500
156	Saint Mary's Academy	Notre Dame	4,000
157*	University of Notre Dame	do	11,000
158	Earlham College	Richmond	3,300
159	Saint Meinrad's College	Saint Meinrad	4,000
	IOWA.		
160	Burlington University	Burlington	2,000
161*	Public Library	do	5,398
162	Wartburg Seminary	Casstown	3,000
163	Cedar Falls Library Association	Cedar Falls	1,200
164	Young Men's Association	Clinton	1,450
165	Davenport Library Association	Davenport	3,000
166	Griswold College	do	4,500
167	Norwegian Luther College	Decorah	2,000
168	Des Moines Library Association	Des Moines	3,500
169*	State Library	do	14,400
170	Young Men's Library	Dubuque	7,500
171*	Jefferson County Library Association	Fairfield	3,480
172	Upper Iowa University	Fayette	2,000
173	Iowa College	Grinnell	4,000
174*	State Historical Society	Iowa City	3,330
175	Iowa State University	do	6,500
176*	Keokuk Library Association	Keokuk	7,000
177	Odd Fellows' Library No. 3	Keosauqua	1,500
178	Iowa Wesleyan University	Mount Pleasant	2,500
179	Cornell College	Mount Vernon	4,000
180	Central University of Iowa	Pella	2,000
181	Tabor College	Tabor	3,000
	KANSAS.		
182	Saint Benedict's College	Atchinson	2,000
183	Baker University	Baldwin City	2,000
184	State Normal School	Emporia	1,330
185	Library Association	Lawrence	1,500
186	State Agricultural College	Manhattan	3,000
187	Saint Mary's College	Saint Mary's	1,200
188	College of the Sisters of Bethany	Topeka	1,000
189	Episcopal Female Seminary	do	1,000
190*	State Library	do	8,500
191	Washburn College	do	2,000
	KENTUCKY.		
192	Nazareth Academy	Bardstown	1,750
193	Saint Joseph's College and Seminary	do	5,000
194	Centre College	Danville	5,000
195	Danville Theological Seminary	do	7,000

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	KENTUCKY—Continued.		
196*	State Library	Frankfort	7,000
197	Georgetown College	Georgetown	5,000
198	Georgetown College Societies	do	2,010
199	Presbyterian Institute	Greenville	3,500
200	Daughters' College	Harrodsburgh	3,000
201	Kentucky University	Lexington	20,000
202	Lexington Library Company	do	16,000
203*	Louisville Law Library	Louisville	3,540
204*	Louisville Library Association	do	5,049
205	Medical Department University of Louisville	do	4,000
206	Young Men's Christian Association	do	6,000
207	Odd Fellows' Library	Newport	1,100
208	Bethel College	Russellville	1,000
209	Academy of Saint Catharine of Sienna	Springfield	1,000
210	Saint Rose's Convent	do	2,500
	LOUISIANA.		
211	Saint Charles College	Grand Coteau	4,000
212	Centenary College	Jackson	2,000
213	College of Immaculate Conception	New Orleans	8,000
214*	Fisk Free Library of Mechanics' Society	do	5,000
215	Straight University—Normal Department	do	1,000
216	University of Louisiana—Medical Department	do	1,500
217	Ursuline Order	do	1,000
218*	Young Men's Christian Association	do	1,045
	MAINE.		
219*	State Library	Augusta	23,000
220*	Bangor Library Association	Bangor	12,066
221*	Bangor Mechanics' Association	do	3,500
222	Theological Seminary	do	13,000
223	Washburn's Public Library	Belfast	1,000
224*	Bowdoin College	Brunswick	35,000
225*	Bucksport Social Library	Bucksport	1,600
226	East Maine Conference Seminary	do	1,500
227	Saint Croix Library	Calais	2,000
228	State Reform School	Cape Elizabeth	1,600
229	Eastern State Normal School	Castine	1,250
230	Town Library	do	1,434
231	City Library	Ellsworth	1,000
232	Western State Normal School	Farmington	1,730
233	Mechanics' Association	Gardiner	2,000
234*	Public Library	do	2,500
235*	Hallowell Social Library	Hallowell	5,000
236	Calliopian Society, Maine Wesleyan Seminary	Kent's Hill	2,000
237	Bates's College	Lewiston	5,600
238	State College of Agriculture and the Mechanic Arts	Orono	1,500
239*	Mechanics' Library	Portland	3,500
240	Mercantile Library Association	do	3,500
241	Portland Institute and Public Library	do	15,000
242	Richmond Library Association	Richmond	1,100
243*	Saco Athenæum	Saco	2,000
244*	Skowhegan Library Association	Skowhegan	3,000
245	Westbrook Seminary	Stevens's Plains	1,000
246	Ladies' Library	Thomaston	1,200
247	Franklin Family School for Boys	Topsham	1,800
248	Colby University	Waterville	10,000
249	Frost's Library	Westbrook	1,000
	MARYLAND.		
250	Naval Academy	Annapolis	15,000
251	Saint John's College	do	3,000
252*	State Library	do	40,000
253	Academy of the Visitation	Baltimore	3,200
254	Baltimore Female College	do	3,825
255	Friends' Elementary and High School	do	2,500
256	Howard Normal School	do	1,650
257*	Library Company of the Baltimore Bar	do	6,415
258	Loyola College	do	20,000
259*	Maryland Institute Library	do	15,400
260	Medical and Chirurgical Faculty of Maryland	do	1,800
261*	Mercantile Library Association	do	27,300
262	Notre Dame Institute	do	1,100
263*	Odd Fellows' Library	do	19,107

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	MARYLAND—Continued.		
264*	Peabody Institute	Baltimore	50,000
265	State Normal School	do	1,165
266	Young Men's Christian Association	do	1,300
267	Saint Timothy's Hall	Catonsville	3,000
268	Charlotte Hall Library	Charlotte Hall	2,500
269	Stonewall Library	do	1,100
270	Washington Library	do	1,500
271	Washington College	Chestertown	1,000
272	College of Saint James	College of Saint James	11,000
273	Rock Hill College	Ellicott City	6,800
274	Saint Charles College	do	4,000
275	Saint Clement's Hall	do	1,500
276	Patapsco Female Institute	do	2,000
277	Mount Saint Mary's College	Emmittsburgh	8,000
278	Saint Joseph's Academy	do	2,100
279	Academy of Visitation	Frederick	1,000
280	Frederick College	do	2,300
281	Frederick Female Seminary	do	1,000
282	Institution for Education of Deaf and Dumb	do	2,000
283	Novitiate of Society of Jesus	do	1,100
284	Mount Saint Clement	Ilchester	6,000
285	Calvert College	New Windsor	2,000
286	Western Maryland College	Westminster	2,500
287	Theological Seminary	Woodstock	20,000
	MASSACHUSETTS.		
288*	Amherst College	Amherst	27,872
289	Massachusetts Agricultural College	do	1,500
290	Abbott Female Seminary	Andover	1,200
291*	Andover Theological Seminary	do	31,000
292	Public Library	Arlington	2,005
293	Lassell Seminary	Auburndale	1,500
294	Sturgis's Library	Barnstable	1,845
295*	Public Library	Beverly	5,800
296	Public Library	Bolton	1,200
297*	American Academy of Arts and Sciences	Boston	16,000
298*	Boston Athenæum	do	96,000
299	Boston College	do	3,000
300	Boston Library Association	do	19,500
301	Boston University—School of Law	do	1,000
302	Boston University—School of Theology	do	4,000
303	Central Theological Library	do	7,000
304*	Congregational Library	do	15,292
305	Dorchester Antiquarian and Historical Society	do	1,770
306	English High School	do	1,300
307	Handel and Haydn Library	do	40,000
308	Massachusetts Historical Society	do	18,500
309	Massachusetts Institute of Technology	do	3,000
310	Mattapan Literary Association	do	3,000
311*	Mechanic Apprentices' Library	do	5,000
312	Mercantile Library	do	20,000
313	Natural History Society	do	12,000
314	New Church Library	do	1,000
315*	New England Historic Genealogical Society	do	10,286
316*	Public Library	do	198,000
317*	Roxbury Athenæum	do	8,500
318	Roxbury Mechanics' Institute	do	1,200
319*	Social Law Library	do	11,900
320*	State Library	do	33,000
321	Town Library	do	6,200
322*	Treadwell Library, Massachusetts General Hospital	do	3,300
323*	Young Men's Christian Association	do	4,600
324*	Young Men's Christian Union	do	4,000
325	Notre Dame Academy	Boston Highlands	1,000
326	Bradford Academy	Bradford	1,900
327	State Normal School	Bridgewater	1,551
328	Holton Public Library	Brighton	10,000
329*	Merrick Public Library	Brookfield	3,400
330	Public Library	Brookline	10,000
331	Cambridge High School	Cambridge	3,000
332*	Dana Library	do	6,000
333*	Harvard University	do	198,000
334*	Public Library	Charlestown	14,700
335	Public Library	Chelsea	5,000
336	Public Library	Chickopee	2,600
337	Bigelow Library Association	Clinton	4,250
338	Tutt's College	College Hill, (Medford)	12,000
339	Public Library	Concord	5,584

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	MASSACHUSETTS—Continued.		
340*	Peabody Library, (branch)	Danvers	7,000
341	Library Association	Deerfield	2,000
342	Williston Seminary	East Hampton	2,000
343	Public Library	Fall River	10,678
344	Public Library	Fitchburgh	8,053
345	State Normal School	Framingham	1,200
346*	Peabody Library	Georgetown	4,000
347*	Sawyer Free Library	Gloucester	3,000
348	Greenfield Library Association	Greenfield	3,300
349	Lawrence Academy	Groton	2,500
350*	Public Library	——do	2,228
351*	Public Library	Harvard	1,629
352*	Morse & Son's Circulating Library	Haverhill	1,500
353*	Public Library Association	Hinsdale	2,360
354	State Industrial School for Girls	Lancaster	1,200
355*	Town Library	——do	6,608
356	Dow & Co.'s Library	Lawrence	3,000
357*	Free Public Library	——do	9,234
358	Pacific Mills Library	——do	6,000
359	Leicester Academy	Leicester	2,500
360	Public Library	——do	1,853
361	Public Library	Leominster	3,756
362	City Library	Lowell	15,000
363*	Middlesex Mechanics' Association	——do	13,000
364	Public Library	Lunenburgh	1,350
365*	Free Public Library	Lynn	16,000
366	Young Men's Christian Association	Middleborough	1,151
367	Town Library	Milford	3,850
368*	Town Library	Millbury	1,787
369	Monson Academy	Monson	1,800
370*	Town Library	Natick	3,700
371*	Free Public Library	New Bedford	26,000
372	Friends' Academy	——do	1,200
373*	Public Library	Newburyport	13,698
374	Free Library	Newton	7,000
375*	Newton Athenæum	——do	3,267
376	Newton Theological Institution	Newton Centre	12,000
377	North Adams Library Association	North Adams	2,000
378*	Free Library	Northborough	2,783
379*	Public Library	North Bridgewater	3,400
380*	Public Library	Northampton	8,000
381*	Appleton Library	North Brookfield	3,265
382	Wheaton Female Seminary	Norton	2,200
383*	Free Public Library	Oxford	1,200
384*	Peabody Institute	Peabody	14,160
385*	Free Public Library	Phillipston	2,426
386*	Berkshire Athenæum	Pittsfield	6,225
387	Maplewood Institute	——do	1,000
388	Mercantile Library	——do	3,300
389*	Public Library	Quincy	7,188
390	Roxbury Athenæum	Roxbury	8,000
391	Athenæum	Salem	13,455
392*	Essex Institute	——do	27,000
393*	Peabody Academy of Science	——do	500
394	State Normal School	——do	8,000
395*	Arms Library	Shelburne Falls	3,750
396	Public Library	Sherborn	1,500
397	Public Library	Southborough	2,511
398	South Dedham Library	South Dedham	1,432
399	Mount Holyoke Female Seminary	South Hadley	7,500
400	Public Library	South Reading	3,000
401*	Goodenow Library	South Sudbury	5,000
402*	City Library Association	Springfield	32,000
403	Library and Museum of Natural History	——do	27,600
404*	Jackson Library	Stockbridge	4,000
405	Public Library	Stoneham	3,000
406*	Town Library	Swampscott	1,800
407*	Public Library	Taunton	11,000
408*	Public Library	Waltham	6,247
409*	Free Public Library	Wayland	4,208
410	Public Library	Westborough	1,442
411	State Normal School	Westfield	2,500
412*	Westfield Athenæum	——do	5,717
413*	Town Library	Westford	2,000
414	Newton Athenæum	West Newton	3,000
415	West Newton English and Classical School	——do	1,700
416*	Town Library	Weston	3,300
417*	Free Library	West Roxbury	2,500
418	Wesleyan Academy	Wilbraham	6,000
419*	Williams College	Williamstown	15,000

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	MASSACHUSETTS—Continued.		
420	Williams College Societies	Williamstown	8,404
421*	Public Library	Winchendon	2,000
422*	Winchester Library	Winchester	2,800
423*	Town Library	Woburn	5,130
424	American Antiquarian Society	Worcester	50,000
425	College of the Holy Cross	do	10,000
426	Oread Collegiate Institute	do	2,000
427*	Free Public Library	do	26,983
428	Highland Military Institute	do	1,000
429	Worcester County Free Institute of Industrial Science	do	1,000
430*	Worcester County Horticultural Society	do	1,000
431*	Worcester County Mechanics' Library	do	3,181
432*	Worcester District Medical Society	do	2,970
	MICHIGAN.		
433	College Library	Adrian	1,000
434	Ladies' Library	do	1,200
435	Public School Library	do	1,100
436	Albion Library	Albion	1,000
437*	Albion College Library	do	2,000
438	The Misses Clark's School	Ann Arbor	2,300
439*	University of Michigan	do	22,000
440*	Mechanics' Society	Detroit	4,000
441*	Public Library	do	21,800
442*	Young Men's Society Library	do	12,000
443	Ladies' Library Association	Flint	1,850
444	Public School Library	Grand Rapids	2,268
445	Hillsdale College	Hillsdale	4,500
446	Hillsdale College Societies	do	1,500
447	Kalamazoo College	Kalamazoo	2,100
448*	Ladies' Library Association	do	2,294
449*	Young Men's Library Association	do	1,800
450	State Agricultural College	Lansing	3,300
451	State Library	do	40,000
452	State Reform School	do	2,000
453	Ladies' Library Association	Marshall	1,200
454	City Library	Monroe	1,392
455	Young Ladies' Seminary and Collegiate Institute	do	1,120
456	Olivet College	Olivet	4,000
457	State Normal School	Ypsilanti	2,000
	MINNESOTA.		
458	Augsburgh Seminary	Minneapolis	1,000
459	University of Minnesota	do	6,000
460	Carleton College	Northfield	1,100
461	Saint John's College	Saint Joseph	1,500
462*	Minnesota Historical Society	Saint Paul	5,200
463*	Saint Paul Library	do	5,900
464	State Library	do	8,000
465	First State Normal School	Winona	3,150
	MISSISSIPPI.		
466	Mississippi College	Clinton	2,000
467*	State Library	Jackson	15,000
468	Natchez Institute	Natchez	1,500
469	University of Mississippi	Oxford	6,000
470	Chickasaw Female College	Pontotoc	2,000
471	Tougaloo University—Normal Department	Tougaloo	1,640
	MISSOURI.		
472	Christian University	Canton	1,000
473	Saint Vincent's College	Cape Girardeau	5,500
474	University of Missouri	Columbia	7,000
475	Grand River College	Edinburgh	7,000
476	Loretto Academy	Florisante	1,500
477	State Lunatic Asylum	Fulton	1,200
478	Westminster College	do	2,500
479	Lewis College	Glasgow	4,000
480	Mount Pleasant College	Huntsville	1,800
481	North Missouri State Normal School	Kirksville	1,300
482	William Jewell College	Liberty	4,000
483	Academy of the Sacred Heart	Saint Charles	15,000

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	MISSOURI—Continued.		
484*	Saint Charles's Catholic Library	Saint Charles	1,570
485	Academy of the Sacred Heart	Saint Louis	2,000
486	Academy of Science	do	3,600
487	Academy of the Visitation	do	2,000
488	College of the Christian Brothers	do	10,000
489	Concordia Seminary	do	5,000
490*	Law Library Association	do	7,000
491	Normal School	do	3,731
492*	Public School Library	do	31,000
493	Saint Louis Medical College	do	2,000
494	Saint Louis Medical Society	do	1,600
495*	Saint Louis Mercantile Library	do	43,000
496*	Saint Louis University Library	do	24,000
497	Saint Patrick's Academy	do	1,124
498	Ursuline Academy	do	2,500
499	Washington University	do	5,000
	NEBRASKA.		
500*	State Library	Lincoln City	5,314
501	Nebraska College	Nebraska City	2,000
	NEW HAMPSHIRE.		
502*	Ketchum Library	Bristol	4,000
503	Town Library	do	2,000
504*	Charlestown Social Library	Charlestown	1,434
505*	New Hampshire Historical Society	Concord	6,500
506*	Public Library	do	6,223
507*	State Library	do	11,000
508	Dover Library	Dover	4,500
509*	Juvenile and Social Library	Dublin	1,825
510*	Town Library	Exeter	3,428
511*	Franklin Library Association	Franklin	1,247
512	Dartmouth College	Hanover	46,000
513*	Hollis Social Library	Hollis	1,576
514	Public Library	Lancaster	1,003
515*	City Library	Manchester	16,176
516	Kimball Union Academy Library and Societies	Meriden	4,000
517	Appleton Library	Mount Vernon	1,000
518*	Literary Adelphi	New Hampton	1,500
519	Literary Institute	do	4,000
520	Social Fraternity	do	1,400
521	Literary and Scientific Institute	New London	1,500
522*	Portsmouth Athenæum	Portsmouth	11,391
523*	Mercantile Library Association	do	1,800
524	Library Association	Rolling's Ford	1,300
525	Saint Paul's School	Saint Paul	6,000
526*	Manufacturers' and Village Library	Somersworth	5,500
527	Conference Seminary and Female College	Tilton	1,183
	NEW JERSEY.		
528	Farnum Preparatory School	Beverly	1,610
529	Bordentown Female College	Bordentown	1,000
530*	Young Men's Christian Association	Bridgeton	1,200
531	Freehold Institute	Freehold	1,500
532	Stevens Institute of Technology	Hoboken	5,000
533	Classical and Commercial High School	Lawrenceville	3,000
534*	Drew Theological Seminary	Madison	10,000
535	Apprentices' Library	Morristown	2,500
536	Newark Library Association	Newark	17,000
537*	New Jersey Historical Society	do	5,000
538*	Hertzog Hall Library	New Brunswick	18,000
539*	Young Men's Christian Association	do	3,000
540	College of New Jersey and Societies	Princeton	28,000
541	Theological Seminary	do	23,500
542	Seton Hall College	South Orange	8,000
543*	Fallsington Library	Trenton	2,000
544	Young Men's Christian Association	do	4,000
545	Pilesgrove Library Association	Woodstown	1,100
	NEW YORK.		
546	Academy of the Sacred Heart	Albany	1,000
547	Albany Medical College	do	4,586

List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post office.	Number of volumes.
	NEW YORK—Continued.		
548*	Dudley Observatory	Albany	1,100
549	State Agricultural Society	do	5,000
550*	State Library	do	87,000
551	University of Albany, Law School	do	1,500
552*	Young Men's Association	do	13,000
553*	Young Men's Christian Association	do	2,000
554	Alfred University	Alfred	6,000
555	Amenia Seminary	Amenia	1,800
556	Saint Steven's College	Anandale	2,000
557	Auburn Prison Library	Auburn	2,500
558	Auburn Theological Seminary	do	8,000
559	Cayuga Lake Academy	Aurora	3,000
560	Batavia Union School	Batavia	2,500
561	Binghamton Academy	Binghamton	2,285
562	Brooklyn Collegiate and Polytechnic Institute	Brooklyn	3,000
563	Brooklyn Institute Library	do	10,000
564*	Long Island Historical Society	do	21,000
565	Medical Society of County of Kings	do	1,250
566	Mercantile Library	do	39,500
567	Packer Collegiate Institute	do	4,000
568	Young Men's Christian Association	do	5,000
569*	Youth's Free Library	do	9,000
570	Buffalo Female Academy	Buffalo	1,300
571	Buffalo Historical Society	do	4,000
572	Canisius College	do	2,000
573*	Grosvenor Library	do	15,000
574	Martin Luther (Theological) College	do	1,200
575*	Mechanics' Institute	do	4,300
576	Medical College	do	2,000
577	Saint Joseph's College	do	1,500
578*	Young Men's Association	do	26,000
579	Washington Academy	Cambridge	1,800
580	Canandaigua Academy	Canandaigua	1,200
581	Ontario Female Seminary	do	2,000
582	Canton Theological School	Canton	6,000
583	Saint Lawrence University	do	6,000
584	Central New York Conference Seminary	Cazenovia	3,000
585	New York Conference Seminary and Collegiate Institute	Charlotteville	1,000
586	Claverack College and Hudson River Institute	Claverack	1,265
587	Clinton Liberal Institute	Clinton	1,600
588	Hamilton College	do	12,000
589	State Normal and Training School	Cortland	6,580
590	Delaware Academy	Delhi	1,431
591	Starkey Seminary	Eddytown	1,463
592	Elmira Female College	Elmira	3,000
593	Fairfield Academy	Fairfield	1,550
594	Fairfield Seminary	do	5,000
595	Erasmus Hall Academy	Flatbush	2,738
596*	Flushing Library Association	Flushing	3,600
597	Saint John's College	Fordham	15,000
598	Fort Edward Collegiate Institute	Fort Edward	1,000
599	Delaware Literary Institute	Franklin	2,081
600	Fredonia Academy	Fredonia	2,318
601	State Normal and Training School	do	2,025
602	Geneseo Academy	Geneseo	3,000
603	State Normal and Training School	do	2,100
604*	Wadsworth Library	do	6,508
605	Geneva Classical Union School	Geneva	1,209
606	Hobart College	do	13,000
607*	Hamilton Theological Seminary	Hamilton	8,000
608	Hamilton Æonian Society	do	1,000
609	Hartwick Seminary	Hartwick	2,000
610	Cortlandt Academy	Homer	1,615
611*	Hornell Library	Hornellsville	4,200
612*	Franklin Library Association	Hudson	4,000
613	Cornell University	Ithaca	35,000
614	Union School and Collegiate Institute	Jamestown	1,155
615	Union Free School	Keeseville	1,200
616	Academy of the Sacred Heart	Kernwood	1,800
617	Ingham University	Le Roy	1,500
618	Seminary of the Lady of Angels	Lewiston	3,500
619	Genesee Wesleyan Seminary	Lima	1,373
620	Lowville Academy	Lowville	2,500
621	Academy of the Sacred Heart	Manhattanville	3,000
622	Mexico Academy	Mexico	1,135
623	Walkill Academy and Union Free School	Middletown	1,000
624	Naples Academy	Naples	1,000
625	Newburgh Free Library	Newburgh	8,000
626	Theological Seminary	do	3,450
627*	American Bible Society	New York	2,500

List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post-office.	Number of volumes.
	NEW YORK—Continued.		
628	American Eclectic Library, (Medical)	New York	3,000
629	American Institute Library	do	10,000
630*	Apprentices' Library	do	51,000
631*	Astor Library	do	142,000
632	Brotherhead Library	do	20,009
633*	City Library	do	8,000
634	College of the City of New York	do	21,000
635	College of Saint Francis Xavier	do	16,000
636	College of Physicians and Surgeons	do	1,200
637	Columbia College	do	23,100
638	Cooper Union	do	11,000
639*	Eclectic Library	do	30,000
640	General Theological Seminary of the Protestant Episcopal Church.	do	14,560
641	Manhattan Academy	do	1,200
642	Manhattan College	do	6,500
643	Medical Library and Journal Association	do	3,000
644*	Mercantile Library Association	do	143,743
645	New York Academy of Medicine, (with College of Physicians and Surgeons.)	do	----------
646	New York House of Refuge	do	3,859
647*	New York Society Library	do	60,000
648	Packard's Business College	do	1,000
649	Rutgers Female College	do	2,000
650*	Union Theological Seminary	do	32,000
651	University of the City of New York	do	5,046
652*	Washington Heights	do	2,352
653	Young Men's Christian Association	do	5,151
654*	Norwich Academy	Norwich	1,048
655	Matthew's Circulating Library	Ogdensburgh	1,000
656	Ogdensburgh Educational Institute	do	3,048
657*	Oswego City Library	Oswego	6,000
658*	Public School Library	do	5,000
659	State Normal and Training School	do	2,100
660	Oxford Academy	Oxford	1,090
661	Palmyra Classical Union School	Palmyra	1,130
662	Port Byron Free School and Academy	Port Byron	1,000
663	State Normal and Training School	Potsdam	4,030
664	Public School Library	Poughkeepsie	8,000
665	Vassar College	do	8,200
666	Franklin Academy and Union Free School	Prattsburgh	1,300
667	Rensselaerville Academy	Rensselaerville	1,000
668	House of Refuge for Juvenile Offenders	Rochester	1,275
669*	Public School Central Library	do	5,900
670*	Rochester Athenæum and Mechanics' Association	do	20,000
671	Rochester Free Academy	do	5,800
672*	Rochester Theological Seminary	do	7,500
673*	University of Rochester	do	10,800
674	Academic Department Union School	Saratoga	1,050
675*	Union College	Schenectady	18,000
676	Union College Societies	do	10,000
677	Union School Library	do	2,000
678	Mount Pleasant Academy	Sing Sing	1,711
679	De Vaux College	Suspension Bridge	1,213
680	Seminary of Our Lady of Angels	do	4,000
681*	Central Library, (Schools)	Syracuse	13,000
682	Public Library of Court of Appeals	do	6,000
683	Syracuse University	do	1,563
684*	Young Men's Christian Association	do	1,500
685	Rensselaer Polytechnic Institute	Troy	3,000
686	Saint Joseph's Provincial Seminary	do	5,000
687	Troy Female Seminary	do	1,563
688*	Troy Young Men's Association	do	20,500
689	City Library	Utica	5,000
690	School District Library	do	4,472
691	Warsaw Union School	Warsaw	1,500
692	Waterloo Union School	Waterloo	1,100
693	Watertown High School	Watertown	1,855
694	Westfield Academy and Union School	Westfield	1,299
695	Whitestown Seminary	Whitestown	2,000
696	Academy of Mount Saint Vincent, on the Hudson	Yonkers	3,000
	NORTH CAROLINA.		
697*	University of North Carolina	Chapel Hill	7,000
698*	University Societies	do	12,000
699	Davidson College	Davidson Village	6,000
700	Wake Forest College	Forestville	8,000
701	Wake Forest College Societies	do	10,000

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	NORTH CAROLINA—Continued.		
702	Edgeworth Female Seminary	Greensborough	1,500
703	North Carolina College	Mount Pleasant	1,000
704	New Garden Boarding School	New Garden	1,000
705	Baptist Female Seminary	Raleigh	1,000
706	State Library	do	15,000
707	Salem Female Academy	Salem	3,500
708	Trinity College	Trinity	6,000
709	Wilson Collegiate Seminary	Wilson	1,000
	OHIO.		
710*	Akron Library Association	Akron	4,000
711	Ohio University	Athens	5,000
712	Grand River Institute	Austinburgh	1,000
713	Baldwin University	Berea	1,000
714*	Young Men's Christian Association	Canton	1,546
715	Theological Seminary of Saint Charles Borromeo	Carthagena	3,900
716	Cincinnati Horticultural Society	Cincinnati	2,000
717	Cincinna i Law Library	do	6,000
718	Eclectic Medical Institute	do	3,500
719	Historical and Philosophical Society	do	4,500
720	Hughes High School Library	do	1,000
721	Lane Theological Seminary	do	10,000
722	Longview Asylum	do	1,000
723	Medical College of Ohio	do	5,000
724	Mendenhall's Circulating Library	do	5,000
725	Mount Auburn Young Ladies' Institute	do	3,000
726*	Mount Saint Mary's Seminary	do	12,000
727*	Public Library	do	50,915
728	Saint Joseph's German-English Academy	do	1,500
729*	Saint Xavier College	do	16,000
730	Theological and Religious Library Association	do	3,862
731*	Turner Society	do	4,500
732	Young Ladies' Seminary	do	5,000
733*	Young Men's Mercantile Library	do	34,169
734*	Circleville Library	Circleville	2,000
735	Union School Library	do	1,000
736	Young Men's Christian Association	do	1,000
737	Cleveland Female Seminary	Cleveland	1,000
738	Cleveland Homœpathic Hospital	do	2,000
739	Cleveland Library Association	do	12,000
740	Cleveland Medical College	do	6,000
741*	Cleveland Public Library	do	12,756
742	Ohio State and Union Law College	do	5,000
743*	Western Reserve Historical Society	do	2,002
744	German Evangelical Lutheran Seminary	Columbus	2,500
745	Institution for Education of Deaf and Dumb	do	1,500
746	Saint Mary's of the Springs	do	3,000
747	State Board of Agriculture	do	1,600
748*	State Library	do	37,500
749	Cooper Seminary	Dayton	1,200
750	Ohio Wesleyan Female College	Delaware	2,000
751	Ohio Wesleyan University	do	13,060
752	Ohio Wesleyan University Societies	do	3,500
753*	Sturges Library	do	9,500
754*	Kenyon College	Gambier	2,556
755	Glendale Female College	Glendale	2,300
756*	Denison University	Granville	11,000
757*	Lane Free Library	Hamilton	2,000
758	Highland Female Institute	Hillsborough	1,500
759	Hiram College	Hiram	1,000
760	McNeely Normal School	Hopedale	1,050
761	Western Reserve College	Hudson	10,000
762	Mechanics' Institute	Lebanon	2,500
763	National Normal School	do	3,077
764*	Marietta College	Marietta	24,000
765	Marietta College Societies	do	4,500
766	Mount Union College	Mount Union	3,500
767	Mount Union College Linnean Library	do	1,250
768	Franklin College	New Athens	3,000
769*	Young Men's Library	Norwalk	3,600
770	Oberlin College	Oberlin	11,000
771	Miami University	Oxford	9,000
772	Oxford Female College	do	1,000
773	Lake Erie Female Seminary	Painesville	1,500
774	Putnam Seminary	Putnam	2,000
775	Academy of Mount Notre Dame	Reading	2,000
776	Northwestern Normal School	Republic	1,000
777*	Sidney Literary Association	Sidney	1,157

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	OHIO—Continued.		
778*	Excelsior Library	Springfield	3,000
779*	Public Library	do	4,000
780	Wittenberg College	do	8,000
781	Young Men's Christian Association	do	2,500
782	Steubenville Female Seminary	Steubenville	3,000
783	Third Street Seminary	do	4,000
784	Heidelberg College	Tiffin	4,000
785	Heidelberg Theological Seminary	do	3,000
786	Union School Library	Troy	1,350
787	Urbana University	Urbana	5,000
788	Philomathean Literary Society	West Farmington	1,150
789	Willoughby College	Willoughby	3,000
790	University of Wooster	Wooster	2,500
791	Theological Seminary	Xenia	2,000
792	Wilberforce University	do	3,000
793	Young Men's Christian Association	do	1,000
794	Antioch College	Yellow Springs	5,000
795	Putnam Seminary for Young Ladies	Zanesville	2,000
796	Zanesville Athenæum	do	5,800
	OREGON.		
797	Pacific University	Forest Grove	5,000
798	Bishop Scott Grammar School	Portland	1,200
799*	Library Association	do	5,330
800	Saint Helen's Hall	do	1,000
801	Willamette University	Salem	2,000
	PENNSYLVANIA.		
802	Agricultural College of Pennsylvania	Agricultural College	2,000
803*	Public School Library	Alleghany City	4,500
804	Western Theological Seminary	Alleghany City	13,000
805	Muhlenberg College	Allentown	3,000
806*	Altoona Mechanics' Library, &c	Altoona	2,802
807	Moravian Seminary for Young Ladies	Bethlehem	3,000
808	Theological Seminary	do	5,000
809	Young Men's Christian Association	do	2,000
810	Kallynean Academy	Boyertown	1,000
811	College of Saint Thomas of Villanova	Bryn Maur	3,000
812	Dickinson College	Carlisle	30,000
813	Soldiers' Orphans' School	Cassville	1,000
814	Chester Library	Chester	1,500
815	Saint Joseph's Academy	Chestnut Hill	1,100
816	Pennsylvania Female College	Collegeville	2,500
817	Doylestown Library	Doylestown	2,000
818	Easton Library Association	Easton	6,000
819	Lafayette College and Societies	do	9,000
820	Academy of the Sacred Heart	Eden Hall	1,800
821	Northwestern State Normal School	Edinborough	2,175
822*	Young Men's Christian Association	Erie	4,710
823*	Fallsington Library Company	Fallsington	1,540
824	Ursinus College	Freeland	5,000
825*	Pennsylvania College	Gettysburgh	18,300
826*	Theological Seminary	do	10,100
827*	Cassel's Library	Harleysville	10,000
828*	State Library	Harrisburgh	45,000
829*	Union Library Company	Hatborough	7,500
830	West Branch Boarding and High School	Jersey Shore	3,000
831	Union Library of Upper Merion	King of Prussia P. O	1,600
832	Bennett Library	Kingston	5,000
833	Keystone State Normal School	Kutztown	2,400
834	Athenæum, Agricultural and Mechanics' Institute	Lancaster	2,000
835	Franklin and Marshall College	do	12,000
836	Lancaster Library	do	2,060
837*	Law Library Association	do	3,700
838*	Mechanics' Library	do	4,200
839	Reformed Theological Seminary	do	8,000
840	Young Men's Christian Association	do	2,500
841	Lewisburgh University	Lewisburgh	5,000
842	Saint Francis's College	Loretto	2,000
843	Lincoln University	Lower Oxford	3,000
844	Normal School	Mansfield	1,000
845	Alleghany College	Meadville	11,650
846*	Alleghany College Philo-Franklin Society	do	1,000
847*	Meadville City Library	do	1,800
848*	Theological School	do	12,000
849	Library of Science	Media	2,000

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	PENNSYLVANIA—Continued.		
850	Theological Seminary of German Reformed Church	Mercersburgh	8,000
851	State Normal School	Millersville	4,100
852	Mountville Library	Mountville	1,000
853*	Moravian Historical Society	Nazareth	1,000
854	Nazareth Hall	do	5,000
855	Westminster College	New Wilmington	3,000
856	Freemount Seminary	Norristown	1,000
857	Norristown Library Company	do	5,100
858	Oakland Female Institute	do	6,000
859	Oakland Female Institute Literary Association	do	5,000
860	Saint Charles Theological Seminary	Overbrook, (near Philadelphia.)	11,000
861	Academy of Fine Arts	Philadelphia	11,000
862*	Academy of Natural Sciences	do	22,693
863*	Apprentices' Library Company	do	21,000
864*	Athenæum of Philadelphia	do	15,000
865*	Baptist Historical Society	do	6,200
866*	Brotherhead Library	do	35,000
867	Byberry Library	do	2,000
868*	Carpenters' Company of Philadelphia	do	2,000
869	Chestnut Street Female Seminary	do	1,000
870	College of Physicians of Philadelphia	do	16,000
871	Dial Library	do	20,000
872	Divinity School of the Protestant Episcopal Church	do	6,000
873	Franklin Institute	do	15,000
874*	Germantown Friends' Library	do	3,333
875	Girard College	do	5,000
876	Hahnemann Medical College	do	2,500
877	Haverford College	do	8,750
878*	Historical Society of Pennsylvania	do	15,000
879	House of Refuge	do	2,200
880	Institution for Education of Deaf and Dumb	do	5,000
881	La Salle College	do	3,650
882	Law Association	do	6,000
883*	Library Company of Philadelphia	do	95,000
884	Mechanics' Institute	do	2,581
885*	Mercantile Library	do	79,000
886*	Moyamensing Literary Institute	do	3,000
887*	Pennsylvania Horticultural Society	do	800
888*	Pennsylvania Hospital	do	12,100
889	Philadelphia College of Pharmacy	do	1,500
890	Saint Joseph's College	do	5,000
891	Saint Vincent's Seminary	do	10,000
892*	Southwark Library	do	9,000
893	University of Pennsylvania	do	23,000
894	Wagner Free Institute of Science	do	12,200
895*	West Philadelphia Institute	do	4,086
896	Woman's Hospital	do	1,300
897*	Young Men's Christian Association	do	5,289
898	German Library Association	Pittsburgh	3,500
899	Saint Michael's Theological Seminary	do	4,500
900	Western University of Pennsylvania	do	2,700
901	Young Men's Christian Association	do	1,000
902*	Young Men's Mercantile Library	do	12,200
903	Saint Benedict's Academy	Saint Mary's	1,000
904	Young Men's Christian Association	Scranton	3,000
905	Missionary Institute	Selins Grove	2,500
906	Lehigh University	South Bethlehem	2,000
907	Swarthmore College	Swarthmore	2,000
908	Convent of the Sacred Heart	Torresdale	1,800
909	Crozer Theological Seminary	Upland	6,000
910	Young Men's Christian Association	Warren	1,000
911	Washington and Jefferson College	Washington	10,000
912	Waynesburgh College	Waynesburgh	1,500
913	Saint Vincent's College	Westmoreland County	6,000
914	West Town Boarding-School	West Town	2,800
915	Wilkesbarre Law and Association Library	Wilkesbarre	1,700
916	Wilkesbarre Athenæum	do	1,005
917	Wyoming Historical and Genealogical Society	do	2,000
918	Dickinson Seminary	Williamsport	3,000
	RHODE ISLAND.		
919*	Young Men's Christian Association	Bristol	2,070
920*	East Greenwich Free Library	East Greenwich	1,800
921	Providence Conference Seminary	do	2,500
922*	Foster-Manton Library	Foster Centre	1,250
923*	Kingston Library	Kingston	1,300
924*	Lonsdale Library	Lonsdale	2,352

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	RHODE ISLAND—Continued.		
925	Narragansett Library	Narragansett	1,350
926	Academy of the Sacred Heart	Newport	1,000
927*	People's Library	do	13,506
928*	Redwood Library and Athenæum	do	19,094
929*	Slatersville Reading-Room and Library	North Smithfield	1,300
930*	Pawtucket Library Association	Pawtucket	4,034
931*	Brown University	Providence	41,000
932	Educational Library	do	1,000
933*	Franklin Lyceum	do	8,000
934*	Mechanics and Manufacturers' Association	do	6,600
935	New England Yearly Meeting Boarding-School	do	2,500
936	Perrin's Circulating Library	do	6,000
937*	Providence Athenæum	do	33,237
938	Providence Reform School	do	1,300
939	Rhode Island Normal School	do	1,100
940	Saint Francis Xavier's Academy	do	1,000
941*	State Law Library	do	4,000
942*	Union for Christian Work	do	1,600
943	Young Men's Christian Association	do	6,000
944	Slatersville Library	Slatersville	1,500
945	Pawcatuck Library Association	Westerly	3,500
946*	Harris's Institute Library	Woonsocket	6,000
	SOUTH CAROLINA.		
947	Charleston College	Charleston	8,000
948*	Charleston Library Society	do	15,000
949	Medical Society of South Carolina	do	5,000
950*	State Library	Columbia	3,000
951*	Theological Seminary	do	18,613
952*	University of South Carolina	do	27,000
953	Furman University	Greenville	1,000
954	Southern Baptist Theological Seminary	do	3,000
955	Wofford College	Spartanburgh C. H.	15,000
956	Newberry College	Walhalla	4,000
	TENNESSEE.		
957	East Tennessee Wesleyan University	Athens	2,200
958	Tennessee Female College	Franklin	1,200
959	Greenville and Tusculum College	Greenville	5,000
960	East Tennessee University	Knoxville	1,200
961	Philomathean Library	do	20,000
962	Cumberland University	Lebanon and Memphis	9,000
963	Marysville College	Marysville	2,000
964	State Female College	Near Memphis	2,500
965	Academy of Saint Cecelia	Nashville	1,400
966	Franklin College	do	3,600
967	University of Nashville	do	13,000
968	University of Nashville Societies	do	5,000
969*	State Library	do	18,000
970	W. E. Ward's Seminary	do	5,000
971	University of the South	Sewanee	5,000
972	Mary Sharp College	Winchester	1,500
	TEXAS.		
973	Texas Military Institute	Austin	1,000
974	Galveston Mercantile Library	Galveston	7,188
975	Houston Lyceum	Houston	1,500
976*	Houston Public Library	do	1,200
977	Baylor University	Independence	2,700
978	Bowden Literary Society	Tyler	8,756
	VERMONT.		
979	Bradford Academy and Union High School	Bradford	1,100
980*	University and State Agricultural College	Burlington	12,871
981	Vermont Episcopal Institute	do	3,115
982*	Young Men's Association	do	1,331
983	Castleton Seminary	Castleton	1,000
984	State Normal School	do	1,020
985	New Hampton Institute	Fairfax	3,000
986*	Middlebury College	Middlebury	12,500
987	Middlebury College Societies	do	3,700
988*	State Library	Montpelier	13,500

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	VERMONT—Continued.		
989	Norwich University	Northfield	3,500
990*	Peabody Library	Post Mills Village	2,000
991	Ripley Female College	Poultney	1,500
992	Rutland Graded High School	Rutland	1,500
993	Public Library	Saint Johnsbury	2,000
994*	Saint Johnsbury Athenæum	do	8,383
995	Thetford Academy and Boarding School	Thetford	1,000
	VIRGINIA.		
996	Martha Washington College	Abingdon	1,200
997*	Alexandria Library	Alexandria	4,500
998*	Theological Seminary	Near Alexandria	10,000
999	Randolph Macon College	Boydton	2,000
1000	Randolph Macon Washington Society	do	3,000
1001	Randolph Macon Franklin Society	do	3,000
1002*	Emory and Henry College	Emory	13,580
1003	Hampton Normal Institute	Hampton	1,275
1004	Hampden Sidney College	Hampden	7,000
1005	Philanthropic Literary Society	Hampden Sidney	3,200
1006*	Union Theological Seminary	Hampden	8,500
1007	Virginia Dialectic Society	Lexington	1,000
1008	Virginia Military Institute	do	5,000
1009	Washington and Lee University	do	10,000
1010	Newmarket Polytechnic Institute	Newmarket	5,000
1011*	Petersburgh Library Association	Petersburgh	3,400
1012	Southern Female College	do	1,000
1013	Richmond College	Richmond	3,000
1014	Richmond Institute	do	1,000
1015	State Library	do	25,000
1016	Roanoke College	Salem	9,000
1017	Institution for Education of Deaf and Dumb and Blind	Staunton	1,500
1018	Virginia Female Institute	do	2,000
1019*	University of Virginia	University of Virginia	29,500
1020	College of William and Mary	Williamsburgh	6,000
1021	Eastern Lunatic Asylum	do	1,500
	WEST VIRGINIA.		
1022	Storer Normal School	Harper's Ferry	1,405
1023	West Virginia University	Morgantown	3,000
1024	Saint Vincent's College	Wheeling	3,500
1025	Wheeling Library Association	do	4,200
	WISCONSIN.		
1026	Lawrence University	Appleton	6,500
1027	Beloit College	Beloit	7,200
1028	Galesville University	Galesville	4,500
1029	Mission House	Herrmann	1,600
1030*	Young Men's Association	Janesville	1,200
1031*	Seminary of Saint Francis	Lake	6,000
1032	Madison Institute	Madison	3,500
1033	State Agricultural Society	do	1,000
1034*	State Historical Society	do	23,505
1035	State Library	do	7,500
1036	University of Wisconsin	do	4,600
1037	University of Wisconsin Societies	do	2,230
1038	Jones's Library	Manitowoc	1,500
1039	Milton College	Milton	1,500
1040	Saint Mary's Institute	Milwaukee	1,000
1041	Young Men's Association	do	11,000
1042	Oshkosh Normal School	Oshkosh	2,310
1043	State Normal School	Plattsville	1,000
1044	Racine City Library	Racine	2,000
1045	Racine College	do	2,500
1046	Saint Catharine's Academy	do	2,000
1047	Ripon College	Ripon	3,000
1048	Saint Clara Academy	Sinsinawa Mound	1,000
1049	Nashota Home	Summit	6,000
1050	Northwestern University	Watertown	1,800
1051	State Normal School	Whitewater	7,815
	DISTRICT OF COLUMBIA.		
1052	Academy of the Visitation	Georgetown	2,500
1053*	Georgetown College	do	30,000

List of libraries (not private) containing more than 1,000 *volumes*—Continued.

No.	Library.	Post-office.	Number of volumes.
	DISTRICT OF COLUMBIA—Continued.		
1054	Columbian College	Washington	5,000
1055	Columbian College Societies	do	3,000
1056*	Library of Congress	do	246,000
1057*	Senate Library	do	25,000
1058	House Library	do	25,000
1059*	Department of the Interior	do	6,000
1060*	Department of Agriculture	do	5,500
1061*	Bureau of Education	do	1,700
1062*	Patent Office	do	22,000
1063	Navy Department	do	4,500
1064*	United States Naval Observatory	do	6,000
1065*	Department of State	do	16,500
1066	Treasury Department	do	7,000
1067	Coast Survey Office	do	5,000
1068*	Bureau of Statistics	do	3,500
1069*	War Department	do	11,000
1070	Engineers' Department, United States Army	do	2,000
1071*	Signal Office, United States Army	do	1,600
1072*	Surgeon-General's Office, United States Army	do	20,000
1073	Odd Fellows' Library	do	4,500
1074*	Washington City Library	do	12,000
1075*	Howard University	do	7,550
	COLORADO TERRITORY.		
1076	Miners and Mechanics' Institute	Central	1,000
1077	Territorial Library	Denver	2,500
1078	Jarvis Hall Collegiate School	Golden City	1,200
	UTAH TERRITORY.		
1079	University of Deseret	Salt Lake City	2,205
	WASHINGTON TERRITORY.		
1080*	Territorial Library	Olympia	5,000

TABLE XV.—*Statistics of museums; from replies to inquiries by the United States Bureau of Education.*

Museums.	Institution with which connected.	Locality.	When founded.	By what individual, society, or corporation owned.	Amount of endowment.	Other sources from which funds are derived.
Museum of Wesleyan University	Wesleyan University	Middletown, Conn	1831	Trustees of Wesleyan Univ	None	From Univ. and donations.
Peabody Museum of Yale College	Yale College	New Haven, Conn		Yale College	$150, 000	
Yale School of the Fine Arts	do	do	1864	do	None	Exhibitions and donations.
Museum of the Medical School	do	do		do		
Metallurgical Collection of the Sheffield Scientific School.	do	do		do		Partly from the general funds of Yale College and the Sheffield Scientific School; partly by subscriptions.
Mineralogical Collection of the Sheffield Scientific School.	do	do		Professor Brush		
Herbarium of Professor Eaton	do	do		Professor Eaton		
United States National Museum	Smithsonian Institution	Washington, D. C	1846	United States	None	Appropriations by Congress.
Army Medical Museum	Surgeon-General's Office, War Department.	do	1862	do	None	Do.
Botanical Collection	Departm't of Agriculture.	do	1869	do	None	Do.
Agricultural and Economic	do	do	1864	do	None	Do.
Museum of the University of Notre Dame	University of Notre Dame	Notre Dame, Ind	1848	Congregation of the Holy Cross.	None	From University.
Griswold College Cabinet	Griswold College	Davenport, Iowa	1861	Griswold College	None	Private benefactions.
Cabinet of Iowa State University	Iowa State University	Iowa City, Iowa			None	Univ. and State legislature.
Tabor College Cabinet	Tabor College	Tabor, Iowa	1870	Tabor College	None	Donations.
Collections of Amherst College	Amherst College	Amherst, Mass	1821	Amherst College	None	Amherst College.
Private Collections of Professor Shepherd	do	do		Prof. C. U. Shepherd	None	
Museum of the Boston Society of Natural History.		Boston, Mass	1831	Boston Soc. of Nat. History		
Museum of Comparative Zoölogy	Harvard College	Cambridge, Mass	1859	Board of trustees, special	$150, 000	
Herbarium	do	do		Harvard College	12, 550	
Mineral Cabinet	do	do		do		
Peabody Museum of American Archæology and Ethnology.	do	do		do	40, 000	
Museum of Comparative Anatomy	do	do		Harvard College and a separate board of trustees.		Harvard College.
Warren Anatomical Museum	do	do		Harvard College	7, 442	
Gray Collection of Engravings	do	do		do	19, 069	
Berkshire Athenæum		Pittsfield, Mass	1871	Berkshire Athenæum	6, 000	Town appropriations.
Peabody Academy of Science		Salem, Mass	1868	Peabody Acad. of Science	140, 000	
Williams College Museum	Williams College	Williamstown, Mass.		Williams College	None	Williams College.
Museum of University of Michigan	University of Michigan	Ann Arbor, Mich	1838	University of Michigan	None	University of Michigan.
Philomathic Club Museum		Contoocook, N. H	1871	The Philomathic Club	None	Contributions and assessments.
Museum of Dartmouth College	Dartmouth College	Hanover, N. H	1840	Dartmouth College	None	Contributions.
New York State Museum of Natural History		Albany, N. Y	1843	State	None	Legislative appropriations.
Museum of Foreign Curiosities and of Natural History.	Madison University	Hamilton, N. Y	1868	Madison University	None	Donations.

Natural History Cabinets	Vassar College	Poughkeepsie, N. Y.	1864	Vassar College		
Anatomical Cabinets	do	do	1864	do		
Art Gallery	do	do	1864	do		
Ward Museum	University of Rochester	Rochester, N. Y	1860	University of Rochester	None	Donations.
Museum of the College of Physicians and Surgeons	Syracuse University	Syracuse, N. Y	1872	College of Physicians and Surgeons.	None	Do.
Museum of the Western Reserve and Northern Ohio Historical Society.		Cleveland, Ohio	1867	Western Reserve and N. Ohio Historical Society.	None	Membership fees and donations.
Prescott Museum	Ohio Wesleyan University	Delaware, Ohio	1859	Ohio Wesleyan University	None	Ohio Wesleyan University.
Mann Cabinet	do	do	1859	do	None	Do.
Museum of Moravian Historical Society		Nazareth, Pa	1857	Moravian Historical Soc.	None	Donations.
Academy of Natural Sciences of Philadelphia		Philadelphia, Pa	1812	Academy of Natural Sciences of Philadelphia.		Membership fees and donations.
Historical Society of Pennsylvania		do	1825	Historical Society of Pa		Donations.
Museum of Brown University	Brown University	Providence, R. I	1871	Brown University	None	Do.
Museum of Medical College of State of South Carolina.	Medical College of State of South Carolina.	Charleston, S. C	1832	Medical College of State of South Carolina.	None	Medical College of State of South Carolina.
Cutting's Museum		Lunenburgh, Vt	1852	Hiram A. Cutting	None	Proprietor.
Cabinet of Middlebury College	Middlebury College	Middlebury, Vt		Middlebury College	None	Middlebury College.
Vermont State Cabinet		Montpelier, Vt	1854	State of Vermont	None	State appropriations.
Cabinet of the University of Wisconsin	University of Wisconsin.	Madison, Wis	1850	University of Wisconsin	None	University of Wisconsin.

TABLE XV.—*Statistics of museums; from replies to inquiries by the United States Bureau of Education*—Continued.

Museums.	Amount of annual increase.	Annual expenditure for additions to museum.	Total annual cost of administration.	Admission to museum free?	Natural history.	
					Total number of specimens.	Subdivisions.
Museum of Wesleyan University	Variable	Variable	$2,000	Yes.	106,500	Zoölogy, geology, paleontology, mineralogy, metallurgy, botany.
Peabody Museum of Yale College				Yes.	450,000	Specially rich in remains of extinct vertebrates.
Yale School of the Fine Arts		$1,000		No.		
Museum of the Medical School	Variable	Variable	3,000	Yes.		Osteology.
Metallurgical Collection of the Sheffield Scientific School.						Metallurgy.
Mineralogical Collection of the Sheffield Scientific School.						Mineralogy, geology, paleontology.
Herbarium of Professor Eaton						Botany.
United States National Museum	$15,000	None	15,000	Yes.	500,000	All branches.
Army Medical Museum	5,000	5,000		Yes.	2,155	Human anatomy, and comparative anatomy of vertebrates.
Botanical Collection		1,000	1,800	Yes	30,000	Botany.
Agricultural and Economie	1,500	1,500		Yes.		Animals, (birds, insects, &c.,) relating to agriculture.
Museum of the University of Notre Dame		100	Nothing.	Yes.	15,000	Botany, mineralogy, zoölogy.
Griswold College Cabinet	Nothing.			Yes.	7,000	Mineralogy, conchology, palcontology.
Cabinet of Iowa State University				Yes.		Geology and zoölogy.
Tabor College Cabinet				Yes.	3,000	Geology, mineralogy, conchology, ornithology, zoölogy.
Collections of Amherst College		300		Yes.	150,000	Geology, mineralogy, and zoölogy.
Private Collections of Professor Shepherd				Yes.		
Museum of the Boston Society of Natural History	18,000			Yes.		Zoölogy, botany, geology, and mineralogy.
Museum of Comparative Zoölogy	55,000	25,000	55,000	Yes.		Zoölogy, embryology, comparative anatomy, and paleontology.
Herbarium						
Mineral Cabinet						
Peabody Museum of American Archæology and Ethnology.					363,000	
Museum of Comparative Anatomy						
Warren Anatomical Museum						
Gray Collection of Engravings						
Berkshire Athenæum	2,300		600	Yes.	6,000	Mineralogy chiefly.
Peabody Academy of Science	8,500	6,000	8,500	Yes.	1,750,000	Geology, paleontology, botany, mineralogy, zoölogy, illustrating the natural history of Essex County, Mass.
Williams College Museum		500		Yes.	17,500	Mineralogy, geology, botany, zoölogy.
Museum of University of Michigan			750	Yes.	109,589	Geology, zoölogy, botany, mineralogy.
Philomathic Club Museum				Yes.	1,000	Entomology and mineralogy.
Museum of Dartmouth College		200		Yes	6,000	Botany, zoölogy, mineralogy.
New York State Museum of Natural History	12,500	2,500	7,500	Yes.	109,460	Zoölogy, botany, geology, mineralogy, paleontology.
Museum of Foreign Curiosities and of Natural History.	3,000			Yes.	13,000	Botany, geology, mineralogy, ornithology, conchology.

Natural History Cabinets	2,500	2,500		Yes.	16,000	Zoölogy, (ornithology especially,) mineralogy, lithology, botany.
Anatomical Cabinets						
Art Gallery						
Ward Museum	200	200	Nothing	Yes.	18,000	Lithology, phenomenal geology, and paleontology.
Museum of the College of Physicians and Surgeons				Yes.		
Museum of the Western Reserve and Northern Ohio Historical Society.		None	400	Yes.		
Prescott Museum		200		Yes.	25,000	Zoölogy, botany, mineralogy, (paleontology and conchology.)
Mann Cabinet						Geology, ethnology, paleontology.
Museum of Moravian Historical Society				Yes.		
Academy of Natural Sciences of Philadelphia	6,600		6,600	No.	400,000	Zoölogy, botany, geology, &c.
Historical Society of Pennsylvania				Yes.		
Museum of Brown University	None			Yes.		Ethnology, ornithology, conchology, mineralogy.
Museum of Medical College of State of South Carolina.				Yes.	900	Pathology, embryology, (wet and dry pathological specimens, plaster casts, &c.)
Cutting's Museum		250		Yes.	4,000	Entomology, ornithology, mineralogy.
Cabinet of Middlebury College				Yes.	5,000	Zoölogy, botany, geology, mineralogy.
Vermont State Cabinet		200		Yes.	5,000	Craniology, ornithology, entomology, mineralogy, illustrating natural history of Vermont
Cabinet of the University of Wisconsin		100		Yes.		Zoölogy, geology, metallurgy.

TABLE XV.—*Statistics of museums; from replies to inquiries by the United States Bureau of Education*—Continued.

Museums.	No. of specimens in—			Lectures in connection with museum.	Number of lectures each year.	Number of lecturers resident and extraordinary.	Museum visited by school pupils with teachers?	Number of pupil-visitors for the last five years, (estimated.)	Estimated number of visitors for the last five years.	Has museum catalogues of its collections?	Name of curator or superintendent.
	Art museum.	Archæological museum.	Medical museum.								
Museum of Wesleyan University	None.	550	None.	Yes.	.....	.....	Yes.	200	2,100	MSS.	G. Brown Goode, B. A.
Peabody Museum of Yale College	.....	15,000	10,000	Yes.	.....	.....	Yes.	6,000	6,000	Yes.	Prof. O. C. Marsh, A. M.
Yale School of the Fine Arts	.....	.....	.....	Yes.	20	3	.....	200	15,000	Yes.	Prof. John F. Weir, N. A., A. M.
Museum of the Medical School	.....	.....	.....	Yes.	.....	.....	Yes.	.....	.....	Yes.	
Metallurgical Collection of the Sheffield Scientific School.	.....	.....	.....	Yes.	130	.....	Yes.	.....	.....	Yes.	
Mineralogical Collection of the Sheffield Scientific School.	.....	.....	.....	Yes.	.....	4	Yes.	.....	.....	Yes.	Prof. G. J. Brush, A. M.
Herbarium of Professor Eaton	.....	.....	.....	Yes.	.....	.....	Yes.	.....	.....	Yes.	
United States National Museum	.....	50,000	None.	No.	.....	.....	Yes.	.....	.....	.....	Prof. Spencer F. Baird.
Army Medical Museum	.....	.....	14,868	No.	None.	None.	.....	2,600	87,749	Yes.	Geo. A. Otis, Asst. Surgeon, U. S. A.
Botanical Collection	.....	.....	.....	No.	None.	None.	.....	.....	.....	Preparing.	Geo. Vasey, Botanist.
Agricultural and Economic	.....	.....	.....	No.	None.	None.	Yes.	.....	.....	No.	Townend Glover.
Museum of the University of Notre Dame	460	400	.....	.....	.....	.....	Yes.	2,000	10,000	Preparing.	Prof. James C. Carrier.
Griswold College Cabinet	.....	.....	.....	No.	.....	.....	Yes.	200	500	No.	Prof. D. S. Sheldon, A. M.
Cabinet of Iowa State University	.....	250	250	Yes.	.....	.....	.....	.....	1,000	No.	Prof. Charles A. White.
Tabor College Cabinet	.....	100	.....	Yes	.....	.....	.....	.....	.....	No.	Prof. J. E. Todd.
Collections of Amherst College	.....	*5,000	.....	Yes.	160	5	Yes.	15,000	45,000	Yes.	Prof. Edward Hitchcock, M. D.
Private Collections of Professor Shepherd	.....	.....	.....	Yes.							Ben. K. Emerson, Ph. D.
Museum of the Boston Society of Natural History	.....	.....	.....	Yes.	67	.....	Yes.	.....	.....	Yes.	Alphonso Hyatt, Custodian.
Museum of Comparative Zoölogy	.....	.....	.....	Yes.	100	6	Yes.	.....	.....	Yes.	Prof. Louis Agassiz, LL. D., Director.
Herbarium	.....	.....	.....	Yes.	.....	2	No.	None	.....	Yes.	Prof. Asa Gray, LL. D.
Mineral Cabinet	.....	.....	.....	.....	.....	2	No.	None	.....	No.	Prof. J. P. Cook, A. M.
Peabody Museum of American Archæology and Ethnology.	.....	7,004	.....	.....	.....	.....	No.	None	.....	Yes.	Prof. Jeffries Wyman, M. D.
Museum of Comparative Anatomy	.....	.....	.....	Yes.	.....	1	No.	None	.....	Yes.	
Warren Anatomical Museum	.....	.....	.....	Yes.	.....	4	No.	None	.....	Yes.	Prof. J. B. S. Jackson, M. D.
Gray Collection of Engravings	6,000	.....	.....	.....	.....	.....	No.	None	.....	Yes.	George H. Palmer, A. M.
Berkshire Athenæum	.....	.....	200	No.	.....	.....	Yes.	200	.....	Yes.	J. E. A. Smith.
Peabody Academy of Science	.....	9,000	.....	Yes.	.....	.....	Yes.	.....	172,722	Yes.	F. W. Putnam, Director.
Williams College Museum	.....	.....	.....	Yes.	50	1	Yes.	500	5,000	No.	Prof. Sanborn Tenney, A. M.
Museum of University of Michigan	1,792	459	4,000	No.	.....	.....	Yes.	.....	37,500	No.	None.
Philomathic Club Museum	4,000	1,000	None.	No.	.....	.....	.....	.....	.....	Preparing.	Henry A. Fellows.
Museum of Dartmouth College	57	(*b*)506	.....	Yes.	350	12	Yes.	350	.....	Yes.	Prof. C. H. Hitchcock, Ph. D.
New York State Museum of Natural History(*c*)	None.	3,750	None.	Yes.	.....	.....	Yes.	10,000	300,000	Yes.	James Hall.
Museum of Foreign Curiosities and of Natural History. (*d*)	.....	.....	.....	Yes.	12	.....	Yes.	800	10,000	Preparing.	Prof. L. M. Osborn.

Natural History Cabinets				Yes.	100	3	Yes.	1,500	4,000	No.	Prof. James Orton, A. M.
Anatomical Cabinets			40	Yes.	50					No.	Prof. Adelia C. Avery, M. D.
Art Gallery	677			Yes	20					Yes.	Prof. Henry van Ingen.
Ward Museum		500		Yes.	60	1	Yes.	3,000	20,000	Yes.	Prof. Henry A. Ward, A. M.
Museum of the College of Physicians and Surgeons			3,000	No.			No.			No.	Prof. William T. Plant, M. D.
Museum of the Western Reserve and Northern Ohio Historical Society. (e)		1,000		No.			Yes.	1,500	3,000	No.	Mrs. M. Milford.
Prescott Museum				Yes.	40	3			10,000	Preparing.	Prof. Edward T. Nelson, A.M., Ph. D.
Mann Cabinet		500		Yes.							
Museum of Moravian Historical Society		1,200		No.						Yes.	E. T. Grunewald.
Academy of Natural Sciences of Philadelphia							Yes.				W. S. W. Ruschenberger, president.
Historical Society of Pennsylvania (f)	188						No.			Yes.	James Shrigley.
Museum of Brown University				Yes.						No.	J. W. P. Jenks, A. M., director.
Museum of Medical College of State of South Carolina.			900	Yes.		9	No.				George E. Trescot, M. D., dean.
Cutting's Museum			500	No.			Yes.	300	500	Yes.	Hiram A. Cutting, M. D., proprietor.
Cabinet of Middlebury College				Yes.	120	1	Yes.	500	1,000	Yes.	Prof. Henry M. Seeley, A. M., M. D.
Vermont State Cabinet				No.			Yes.	1,500	25,000	No.	Hiram A. Cutting, M. D., State geologist.
Cabinet of the University of Wisconsin				No.			Yes.			No.	Prof. Roland Irving.

* Comprised in Nineveh Gallery, and Gilbert Museum of Indian Relics. Also has the Hitchcock Ichnological collection of 20,000 tracks, and Shepherd collection of meteorites.
(b) Including six slabs from Nineveh.
(c) The numbers represent only the specimens at present arranged.
(d) The collections in botany and ornithology are specially valuable.
(e) The museum contains pioneer and war relics, coins, autographs, &c.
(f) A museum of historical paintings, &c.

TABLE XVI.—*Statistics of educational benefactions for* 1872;

Benefactor.		Organization to which intrusted.	
Name.	Residence.	Name.	Location.
		Universities and colleges.	
Hon. Edward Tompkins	San Francisco, Cal.	University of California	Oakland, Cal.
Various		University of the Pacific	San Francisco, Cal.
Miss Harriet Kirby	Hartford, Conn	Trinity College	Hartford, Conn
General N. M. Waterman	do	do	do
Jedediah Huntington	Norwich, Conn.	do	do
Do	do	Berkeley Divinity School	Middletown, Conn.
Mrs. S. D. Hubbard		Wesleyan University	do
Hon. Edwards Pierrepont *	New York, N. Y	Yale College	New Haven, Conn.
Wm. Walter Phelps *	Englewood, N. J	do	do
H. S. McComb	Wilmington, Del.	Delaware College	Newark, Del.
		Saint Ignatius College	Chicago, Ill
Thomas Smith	Hartford, Conn.	Illinois College	Jacksonville, Ill.
Dr. S. L. Whipple	Jacksonville, Ill	do	do
Henry Hall, esq		do	do
Various		Lincoln University	Lincoln, Ill.
Do	Illinois	Monmouth College	Monmouth, Ill
		Northwestern College	Naperville, Ill.
Various		Shurtleff College	Upper Alton, Ill
Do		Wheaton College	Wheaton, Ill
Do		Wabash College	Crawfordsville, Ind
John C. Baldwin	Orange, N. J	do	do
		Franklin College	Franklin, Ind
Robert Stockwell		Indiana Asbury University	Greencastle, Ind
John King	Madison, Ind	Hanover College	Hanover, Ind
James Huston	Connersville, Ind	do	do
B. M. Vyell	Cleveland, Ohio	Hartsville University	Hartsville, Ind.
		do	do
Jeremiah Anderson	Richmond, Mo	Northwestern Christian Univ	Indianapolis, Ind.
C. W. Show	N. Wash'g'ton, Ohio	Union Christian College	Merom, Ind.
J. C. Beasley	Ripley, Ohio		
R. C. Mitchell	do		
Various		Earlham College	Near Richm'd, Ind
Congregati's of Norwegian Evang. Luth. Church.		The Norwegian Luth. College	Decorah, Iowa
		do	do
		Upper Iowa University	Fayette, Iowa
Aaron Benedict	Waterbury, Conn	Iowa College	Grinnell, Iowa
Various		Simpson Centenary College	Indianola, Iowa
		Central University of Iowa	Pella, Iowa
Do		Cornell College	Mt. Vernon, Iowa
Do	Boston, Mass.	Tabor College	Tabor, Iowa
Citizens	Topeka, Kans.	Washburne College	Topeka, Kans.
Society for Promotion of Collegiate & Theological Education at the West.		do	do
Do		Berea College	Berea, Ky.
Dr. J. W. Scott	Lexington, Ky.	The Centre College	Danville, Ky.
James Enlow	Christian Co., Ky	Bethel College	Russellville, Ky.
Various		Bowdoin College	Brunswick, Me
Do		do	do
Hon. Francis Thomas	United States minister to Peru.	Frederick College	Frederick, Md
Isaac Rich	Boston, Mass.	Boston University	Boston, Mass.
Various		Harvard College	Cambridge, Mass.
M. J. P. Cooke and Professor J. P. Cooke, jr.		do	do
Class of 1841		do	do
Colonel Francis L. Lee		do	do
Nathaniel Thayer		do	do
Hon. George Bancroft		do	do
Hollis Hunnewell		do	do
James Arnold	New Bedford, Mass	do	do
Mrs. Caroline Gilman		do	do

* Date not given. (*a*) In land. (*b*) Partly in land. (*c*) 1,000 volumes and many pamphlets.

from replies to inquiries by the United States Bureau of Education.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
$50,000 00	"Agassiz professorship"	(a)	Donation	Professorship Oriental languages.
40,000 00	Endowment fund		do	
12,000 00	Scholarship		Bequest	
5,000 00			do	
5,000 00			do	
1,000 00			do	
20,000 00				In real estate.
1,000 00	Woolsey fund		Donation	
600 00	College library		do	
700 00	Instruction in modern languages		do	Annual donation.
8,000 00				
1,000 00	To found prize funds		Donation	
250 00	do		do	
250 00	do		do	
40,000 00	Endowment fund			Interest to be used to pay salaries.
15,000 00	do			
20,000 00	do			
17,500 00				
10,000 00	Buildings and endowment	(b)	Donation	
18,000 00	Buildings, library, & apparatus			
28,000 00	Indigent students		Bequest	"To aid worthy young men in tight places."
45,000 00	Endowment fund			
27,000 00	do			
13,500 00			Donation	
3,000 00			do	
10,000 00	Endowment fund		Bequest	
2,000 00	do		Donation	
20,000 00	To endow Greek professorship			
1,500 00	$500 for apparatus and $1,000 for endowment fund.		Donation	
55,000 00	Endowment fund		do	Subscriptions partly paid since October 15, 1871.
14,530 00	General fund		do	
2,600 00	Indigent students		do	
1,100 00			do	
4,250 00	Latin professorship		do	
20,000 00	Endowment fund		do	
12,000 00				
22,000 00	Endowment fund		Donation	
10,000 00	do		do	
30,000 00			do	
1,736 00	General fund		do	
27,986 00	do		do	
150 00	For prizes		do	Annual donation to establish three prizes of $50 each.
8,000 00	To aid students for the ministry		Bequest	
2,125 00	General fund		Donation	
8,000 00	Scholarships		do	
		(c)	do	To form the nucleus of a collection on American history.
1,500,000 00	To found university		Bequest	
127,000 00	To make good losses by the Boston fire.		Donation	
1,500 00	Improvements to Boylston Hall		do	
2,000 00	Scholarship		do	
		(d)	do	
550 00	Tiles for tables			For chemical laboratory in Boylston Hall.
	John Thornton Kirkland fellowship fund.		Donation	The second and third installments of a fund of $10,000.
		(e)	do	On mediæval history.
99,345 43	To found professorship		Bequest	Professor of arboriculture, and to maintain an arboretum.
		(f)	Donation	Photograph of Dr. Sam'l Gilman and copy of "Fair Harvard."

(d) Professional services for 18 months. (e) Books. (f) Framed photograph.

TABLE XVI.—*Statistics of educational*

Benefactor.		Organization to which intrusted.	
Name.	Residence.	Name.	Location.
		Universities and colleges—Cont'd.	
Anonymous		Harvard College	Cambridge, Mass.
Francis H. Appleton		do	do
Oliver Dean, M. D	Franklin, Mass	Tufts College	College Hill, Mass.
J. C. Baldwin	Orange, N. J	Williams College	Will'mstown, Mass
Various		do	do
Do		Albion College	Albion, Mich
Do		do	do
Do		Hillsdale College	Hillsdale, Mich
Truman F. Parks	Fairwater, Wis	do	do
—— Taft	Wauseon, Ohio	Kalamazoo College	Kalamazoo, Mich
Various		Olivet College	Olivet, Mich
Society for Promotion of Collegiate & Theological Education at the West.		do	do
Various		Carleton College	Northfield, Minn.
Do		do	do
Dr. J. W. Penniman	Saint Anthony's Falls, Minn.	University of Minnesota	Saint Anthony's Falls, Minn.
Various		Mississippi College	Clinton, Miss
Do		do	do
Citizens *		William Jewell College	Liberty, Mo
Aaron Lawrence	Amherst, N. H	Dartmouth College	Hanover, N. H
Do	do	do	do
Professor J. S. Woodman		do	do
John Conant	Jaffrey, N. H	do	do
New Hamp. Legislature		do	do
E. W. Stoughton	New York, N. Y	do	do
Mrs. Littleton Kirkpatrick	New Brunsw'k, N.J	Rutgers College	New Brunsw'k, N.J
John C. Green, H. G. Marquand, Robert Bonner, and others.		The College of New Jersey	Princeton, N. J
Trinity Church and John Caswell.	New York, N. Y	Saint Stephen's College	Annandale, N. Y.
Charles Sack	Martinsville, N.Y.	German Martin Luther College	Buffalo, N. Y.
Mrs. Lorena Bicknell	Stockholm, N. Y	The Saint Lawrence University	Canton, N. Y.
John Craig	Rochester, N. Y	do	do
Allen Lyman	Stockholm, N. Y	do	do
J. W. Clawes, D. D. S	New York, N. Y	do	do
Samuel F. Pratt	Buffalo, N. Y	Hamilton College	Clinton, N. Y.
J. H. Hungerford, esq	Corning, N. Y	do	do
James Knox, LL. D	Berlin, Prussia	do	do
Samuel A. Munson, esq	Utica, N. Y	do	do
E. C. Litchfield, LL. D	Brooklyn, N. Y	do	do
Various		do	do
Hon. Gerrit Smith, LL. D	Peterborough, N.Y	do	do
Charles C. Kellogg, esq	Utica, N. Y	do	do
Rev. B. W. Dwight, LL. D	Chicago, Ill	do	do
Heirs of Ed. Curran	Utica, N. Y	do	do
Dr. D. K. Mandeville	Clinton, N. Y	do	do
Hon. S. W. Williams, LL. D		do	do
Patent Office	Washington, D. C	do	do
Rev. Milton Waldo, D. D	Hornellsville, N. Y	do	do
Hon. William J. Bacon, LL. D	Utica, N. Y	do	do
John H. Swift	New York, N. Y	Hobart College	Geneva, N. Y
Do	do	do	do
Henry Rose	Branchport, N. Y	do	do
George F. Comstock	Syracuse, N. Y	do	do
I. N. Macomb	Esperanza, N. Y	do	do
Heber Prince	Catherine, N. Y	do	do
Edgar Munson	Bradford, N. Y	do	do
William M. White	Canandaigua, N. Y.	do	do
Edgar H. Hurd	Geneva, N. Y	do	do
Rev. M. Van Renssalaer	do	do	do

* Date not given. (*a*) Library. (*b*) Portrait.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
$1,000 00	Botanic garden		Donation	
100 00	To purchase books		do	For use of agricultural department of the Bussey Institution.
80,000 00	General fund		Bequest	
17,900 00	Indigent students		do	
3,600 00	Scholarships		Donation	
50,000 00	Endowment fund		do	Given in 1871.
3,600 00	Scholarships		do	
33,000 00	Endowment fund		do	
1,000 00	Library		Bequest	For theological works.
2,520 00	Indigent students		do	Interest only to be expended.
38,000 00	Endowment fund		Donation	Subscriptions. To be paid when the sum of $60,000 is secured.
3,074 00	General fund		do	
7,750 00	Endowment fund		do	
5,046 00	General fund		do	
10,000 00	Professorship		Bequest	To found professorship of homœopathy.
25,000 00	Endowment fund		Donation	
10,000 00	To pay debts		do	
60,000 00	To endow theological departm't		do	
8,000 00	Professorship		Bequest	To found the "Lawrence professorship of intellectual philosophy and political economy."
3,500 00	To improve buildings			
20,000 00	For scientific department		Bequest	
48,000 00	For agricultural department		Donation	
7,000 00	do		do	
10,000 00	For medical department		do	
60,000 00			Bequest	To build a memorial chapel.
470,000 00	For library, salaries, scientific school, &c.		Donation	Given mostly under special trust deeds.
2,000 00	General fund		Donation & bequest.	
500 00			Bequest	
10,000 00	General fund		Donation	
50,000 00	do		Bequest	$25,000 for college; $25,000 for theological department.
1,000 00	do		Donation	
5,000 00	do		do	
30,000 00	Professorship		Bequest	
10,000 00	Improvement of South College		Donation	
10,000 00	Department of natural history		do	
1,500 00	For cemetery		do	
1,200 00	For observatory		do	
1,000 00	For monument		do	Monum't to Rev. Sam'l Kirkland.
800 00	do		do	Granite monument to President A. Backus.
700 00	For prize fund		do	
		(*a*)	do	Philolog'l library, valued at $600.
100 00	Curran medal fund		do	
		(*b*)	do	Of late Prof. H. Mandeville, D. D.
		(*c*)	do	A valuable collection from China.
		(*d*)	do	Illustrat'g mechanic'l inventions.
		(*e*)	do	
		(*b*)	do	Of Adjutant William K. Bacon, for Memorial Hall.
2,000 00	Chaplaincy endowment		do	
3,000 00	Endowment fund		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
2,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	

(*c*) Botanical specimens. (*d*) 200 models. (*e*) American coins.

TABLE XVI.—*Statistics of educational*

Benefactor.		Organization to which intrusted.	
Name.	Residence.	Name.	Location.
		Universities and colleges—Cont'd.	
S. A. Schieffelin	Geneva, N.Y.	Hobart College	Geneva, N.Y.
Miss De Lancy	do	do	do
General Swift's family	do	do	do
James M. Smith	Buffalo, N.Y.	do	do
A. C. Powell	Syracuse, N.Y.	do	do
W. C. Pierrepont	Pierrepont Manor, N.Y.	do	do
W. G. Fargo	Buffalo, N.Y.	do	do
Various		do	do
James B. Colgate	New York, N.Y.	Madison University	Hamilton, N.Y.
The Jubilee		do	do
H. W. Sage	Brooklyn, N.Y.	The Cornell University	Ithaca, N.Y.
Ezra Cornell and two others			
President A. D. White	Ithaca, N.Y.	do	do
Mrs. Hannah Ireland	New York, N.Y.	University of the City of New York.	New York, N.Y.
William Kelley			
J. B. Trevor			
S. S. Colgate	do	University of Rochester	Rochester, N.Y.
Charles Pratt			
Howard Potter, esq.	do	Union College	Schenectady, N.Y.
Hon. C. N. Potter	do		
Various		Syracuse University	Syracuse, N.Y.
Do		Wake Forest College	Wake Forest, N.C.
Mrs. George Messenger		Buchtel College	Akron, Ohio
Rev. J. A. Vaughn, D.D.		Kenyon College	Gambier, Ohio
		do	do
Various		Western Reserve College	Hudson, Ohio
		do	do
		do	do
Various		Ohio Central College	Iberia, Ohio
Lewis Miller	Akron, Ohio	Mount Union College	Mount Union, Ohio
C. Aultman	Canton, Ohio	do	do
Jacob Miller	do	do	do
Miss Mentier	New Jersey	Franklin College	New Athens, Ohio.
Various		Oberlin College	Oberlin, Ohio
D. Hawley	Springfield, Ohio.	Wittenberg College	Springfield, Ohio
Rev. T. Wolf	Coesse, Ind.	do	do
Various		Heidelberg College	Tiffin, Ohio
Do		Urbana University	Urbana, Ohio
		Otterbeim University	Westerville, Ohio
Oreg. Con. M. E. Church	Oregon	Willamette University	Salem, Oregon
Various		Muhlenberg College	Allentown, Pa
Do		Lebanon Valley College	Annville, Pa
		Ursinus College	Freeland, Pa
J. B. McCreary	Philadelphia, Pa	Pennsylvania College	Gettysburgh, Pa
Various		do	do
Do		Lincoln University	Lower Oxford, Pa.
		Allegheny College	Meadville, Pa
Judge Chamberlain	New York	do	do
Citizens	Philadelphia, Pa	University of Pennsylvania	Philadelphia, Pa
Do	do	do	do
Do	do	do	do
William Shaw			
C. I. Clarke			
H. Lloyd		The Western University of Pennsylvania.	Pittsburgh, Pa
Various			
Samuel Willetts and others.	New York, N.Y.	Swarthmore College	Swarthmore, Pa
Various		Haverford College	West Haverford, Pa

(*a*) President's mansion. (*b*) Latin classics. (*c*) Photographs. (*d*) Land. (*e*) House.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
$1,000 00	Endowment fund		Donation	
3,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
13,325 00	do		do	
50,000 00	Academical hall		do	Bond payable as the building progresses.
85,520 36	Endowment fund		do	
12,850 00	Scholarships and prizes		do	
7,543 39	Natural history and apparatus		do	
19,405 40	Improvements, real estate, &c		do	
250,000 00	To found Sage Col. for women		do	
30,000 00	Sage Chapel		do	
30,000 00	Chaplaincy		do	
2,500 00	Paleontological casts		do	
		(a)	do	Valued at $40,000.
5,000 00	For support of one student		do	The student's preparation for the university.
100,000 00	Endowment fund		do	
50,000 00	For buildings		do	
*650,000 00	Endowment fund		do	
15,000 00	do		do	
25,000 00	Professorship		do	Chair of mental and moral philosophy.
500 00	College library		Bequest	
200 00	do		Donation	
9,910 00			do	Subscriptions, paid in part.
		(b)	do	Complete set, worth $300.
		(c)	do	Of classic objects, worth $100.
1,000 00			do	
25,000 00	Endowment fund		do	
25,000 00	do		do	
25,000 00	do		do	
300 00			Bequest	
9,000 00	Endowment and buildings		Donation	
		(d)(e)	do	Valued at $6,000. For endowment.
		(d)	do	Valued at $3,000. For endowment.
4,000 00	Endowment fund		do	
20,000 00	Professorships		do	Subscriptions toward a fund of $100,000 to endow three professorships.
15,000 00				
20,000 00	To pay debts		Donation	Partly in land.
24,000 00	Professorship		do	
18,000 00	College buildings		do	
10,000 00	General fund		do	Strict maintenance of evangelical Protestant principles.
1,500 00	Gymnasium		do	Name to be given to the building.
1,000 00			do	
4,000 00	For chapel		do	
		(f)	do	
50,000 00			Bequest	
250,000 00	Endowment fund		Donation	Subscriptions. Payment of part of the sum conditioned on raising $500,000.
		(g)(h)	do	Valued at from $25,000 to $30,000.
100,000 00	Hospital for university			$100,000 from State on condition that $150,000 is given by private individuals.
5,000 00	New building and general fund		Donation	$10,000 on condition that $100,000 shall be raised for same purpose; $6,700 for general purposes.
5,000 00			do	
5,000 00			do	
1,700 00			do	
20,000 00	General fund		do	
18,250 00	Endowment fund		do	

(*f*) 300 volumes. (*g*) Books. (*h*) Stained-glass windows, pictures, &c. (*) Raised in two years.

TABLE XVI.—*Statistics of educational*

Benefactor.		Organization to which intrusted.	
Name.	Residence.	Name.	Location.
		Universities and colleges—Cont'd.	
William Evans	Philadelphia, Pa	Haverford College	West Haverford, Pa
William S. Rogers	Boston, Mass	Brown University	Providence, R. I
Various		do	do
Joseph C. Hartshorn	Providence, R. I	do	do
Rev. David Weston	Salem, Mass	do	do
Hon. C. S. Bradley		do	do
Heirs of Dr. Blanding	do	do	do
E. S. De Wolf	Bristol, R. I	do	do
E. P. Brown, esq	Boston, Mass	do	do
Various		Wofford College	Spartanburgh C. H., S. C.
Do		Bayard University	Texas
Tex. Bapt. State Convention		Baylor University	Independence, Tex
		King College	Bristol, Tenn
Various		Cumberland University	Lebanon, Tenn
John C. Baldwin	Orange, N. J	Maryville College	Maryville, Tenn
N. E. Dodge	New York, N. Y.	do	do
William Thaw[a]	Pittsburgh, Pa.		
Rev. John Leay	Lebanon, Tenn	Central Tennessee College	Nashville, Tenn
Freedman's Aid Society, M. E. Church.	Cincinnati, Ohio	do	do
Various		Norwich University	Northfield, Vt
Joseph Cloyd	Dublin, Va	Hampden Sidney College	Hampden Sidney, Va.
R. H. Bayley	New Orleans, La	Washington and Lee University	Lexington, Va
W. W. Corcoran	Washington, D. C.	do	do
Do	do	do	do
Various		Richmond College	Richmond, Va
Rev. A. Bigelow, D. D	Massachusetts	Roanoke College	Salem, Va
Samuel Miller	Campbell Co., Va	University of Virginia	Univ. of Virginia. P. O., Va.
Rev. O. Barten, D. D	Norfolk, Va	College of William and Mary	Williamsburgh, Va
Rev. R. I. Graves, D. D	Sharon, Pa	do	do
—— Picard	Bellefontaine, Ohio	Bethany College	Bethany, W. Va
R. M. Bishop	Cincinnati, Ohio	do	do
Various		do	do
Legislature	West Virginia	West Virginia University	Morgantown, W. Va.
Peabody fund		do	do
General G. W. Brown	Grafton, W. Va	do	do
Hon. H. K. List	Wheeling, W. Va	do	do
Various		Lawrence University	Appleton, Wis
Do		Beloit College	Beloit, Wis
Proceeds of concert given by Ole Bull.		University of Wisconsin	Madison, Wis
		Ripon College	Ripon, Wis
Society for promotion of Collegiate and Theological Education at the West.		do	do
Nathan Matthews	Boston, Mass	Jarvis Hall Collegiate School	Golden, Colorado
Martha Spalding	Massachusetts	Howard University	Washington, D. C
Bennet Gould	do	do	do
W. W. Corcoran	Washington, D. C	Columbian College	do
		Schools of theology.	
First Presbyterian Church	Oakland, Cal	San Francisco Theo. Seminary	San Francisco, Cal.
Central Pres. Church	San Francisco, Cal	do	do
St. John's Pres. Church		do	do

a One thousand insects. *b* Portrait. *c* Four thousand books.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other	Donation or bequest.	
Amount.	Object.			
$1,000 00			Donation	Ground rent.
50,000 00	Professorship		Bequest	To found "The Newport-Rogers Professorship of Chemistry."
5,450 00	For expenses of museums		Donation	
1,000 00	For premiums		do	For excellence in preparatory mathematical studies.
		(a)	do	Insects of Massachusetts.
4,000 00	For free bed in the Rhode Island Hospital.		do	
		(b)	do	Of Dr. Blanding.
		(b)	do	Of John De Wolf, professor of chemistry from 1817 to 1834.
		(b)	do	Of Maj. Wm. Ide Brown, of class of 1862.
20,000 00	Endowment fund		do	
8,000 00	To re-endow university		do	
14,000 00	Endowment fund		do	$5,000 on condition that $100,000 are raised.
500 00				
150,000 00	Ball endowment fund		Donation	Subscriptions. First premium paid.
2,500 00	Endowment fund		Bequest	
2,000 00	General fund		Donation	
50 00	Indigent students		do	To aid students for the ministry who do not use tobacco.
4,000 00	Indigent students and support of faculty.		do	
1,200 00	Buildings		do	
9,000 00	Endowment fund		do	In Virginia and West Virginia stock.
70,000 00	Professorship		Bequest	To be called "Bayley Professorship."
20,000 00	General fund		Donation	In 6 per cent. bonds of Alexandria, Va. Principal to be forever held intact.
		(c)	do	
20,000 00	General fund		do	
		(d)	do	One thousand specimens, worth $400.
100,000 00	To establish agricultural school		do	Deed dated March 10, 1869.
25 00	Increase of library			An annuity.
1,000 00	Scholarship			To be called "The Graves Scholarship."
7,000 00	To educate students for the ministry.		Bequest	
6,000 00	Library		Donation	
10,000 00	Erection of buildings		do	
17,500 00	General fund		do	To be expended by regents.
500 00	Normal department		do	
100 00	Literary society of university		do	
200 00	Indigent students		do	
25,000 00	Endowment fund		do	
10,000 00	do		do	Subscriptions toward a fund of $100,000.
		(e)		Nowegian books.
3,000 00				
7,360 00	General fund		Donation	
10,150 00	Building for divinity school			
8,806 26	To endow a female school		Bequest	The interest only to be used.
200 00	General fund		do	
250,000 00		(f)	Donation	
5,000 00			do	
5,060 00			do	
8,000 00			do	

d Minerals. *e* Five hundred volumes. *f* In land.

TABLE XVI.—*Statistics of educational*

Benefactor.		Organization to which intrusted.	
Name.	Residence.	Name.	Location.
		Schools of theology—Cont'd.	
Various		Baptist Union Theo. Seminary	Chicago, Ill
Hon. C. H. McCormick	Chicago, Ill	Theo. Sem. of the Northwest	do
Various		Garrett Biblical Institute	Evanston, Ill
William P. Pressly	Monmouth, Ill	Theo. Sem. of the Northwest	Monmouth, Ill
		Augustana College	Paxton, Ill
Various		Western Baptist Theo. Institute	Georgetown, Ky
Simon Page & Son	Hallowell, Me	Bangor Theological Seminary	Bangor, Me
T. Fairbanks	St. Johnsbury, Vt.	do	do
E. & T. Fairbanks	do	do	do
I. A. Hatch	Boston, Mass	do	do
S. May	Auburn, Me	do	do
W. Lawrence	Boston, Mass	do	do
Mr. S. W. Hale	Newburyport, Mass.	do	do
Caleb Billings	Bangor, Me	do	do
Miss Mary Cleaves	Hallowell, Me	do	do
Henry Goddard	Portland, Me	do	do
John C. Brooks	do	do	do
Ansel Field	do	do	do
Ichabod Washburn	Worcester, Mass	do	do
Various		do	do
Samuel A. Hitchcock	Brimfield, Mass	Theological Seminary	Andover, Mass.
Frederic Jones	Boston, Mass	do	do
Wells Southworth	New Haven, Conn.	}	
Edw. Southworth	West Springfield, Mass.	do	do
		do	do
John Smith, and others	Andover, Mass	do	do
A. A. Lawrence	Boston, Mass	Episcopal Theological School	Cambridge, Mass
B. F. Sturtevant	Jamaica Plain, Mass.	The Newton Theo. Institution	Newton Centre, Mass.
Citizens	Minneapolis, Minn.	Augsburg Seminary	Minneapolis, Minn
Do	do	do	do
Various		Theological Sem. of Pres. Church	Princeton, N. J
Smith Kellogg *	Le Roy, N. Y	Auburn Theological Seminary	Auburn, N. Y
W. E. Dodge & E. D. Morgan	New York	do	do
W. C. Pierrepoint, LL. D	Pierrepoint Manor, N. Y.	Canton Theological School	Canton, N. Y
		De Lancy Divinity School	Geneva, N. Y
Various		Hamilton Theological Seminary	Hamilton, N. Y
James Suydam	New York, N. Y	Gen. Synod of Reformed Church	New York, N. Y
Do	do	do	do
Various		United Pres. Synod of N. Y	do
Do		Union Theological Seminary	do
Do		Rochester Theological Seminary	Rochester, N. Y
John M. Bruce, jr	New York, N. Y	do	do
Unknown		Lane Theological Seminary	Cincinnati, Ohio
Various		St. Mary's Ecclesiastical Sem	Cleveland, Ohio
		Theological Seminary of Evangelical Lutheran Church	Gettysburgh, Pa
		do	do
		do	do
		do	do
Rev. J. A. Vaughn, D. D	Philadelphia, Pa	Divinity School of P. E. Church	Philadelphia, Pa
Mrs. A. H. Easton	New York, N. Y	do	do

* Date not given.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
$20, 000 00	Endowment fund		Donation	
45, 000 00	do		do	To complete endowment of chair of didactic and polemic theology.
66, 500 00	Building fund		do	To replace buildings destroyed in the Chicago fire.
450 00	Library		do	Annual donation from rents. To be continued as long as the seminary remains in Monmouth.
4, 000 00	Support of students		do	
1, 500 00	do		do	
2, 500 00	General fund		do	
600 00	do		do	
450 00	do		do	
100 00	do		do	
200 00	do		do	
200 00	do		do	
100 00	do		do	
1, 000 00	do		Bequest	
3, 000 00	Scholarship		do	
1, 000 00	General fund		do	
1, 000 00	do		do	
1, 500 00	do		do	
12, 000 00	Library and students		do	Part of a bequest of $20,000; one-half for library, and one-half for indigent students.
250 00	General fund		Donation	
50, 000 00	Professorship		do	To increase salary of Hitchcock professor, and to increase the number of scholarships.
5, 000 00	Professor of elocution		do	
5, 000 00	Lectureship		do	On Congregationalism.
2, 500 00	Scholarships		do	
1, 250 00	Library		do	
35, 000 00	Dormitory		do	
15, 000 00	Buildings		do	
4, 000 00	Theological education		do	
		(a)	do	
75, 000 00	Professorships, scholarships, library, &c.		do	$50,000 for professorship; $7,500 for scholarship; $1,200 for library.
2, 000 00	Scholarship		Bequest	To be called the "Manning Scholarship."
40, 000 00	Library-building		Donation	
25, 000 00			Bequest	
100 00	Text-books		Donation	
15, 589 53	Indigent students and general fund.		do	
50, 000 00	Buildings		do	For the Theological Seminary of the Reformed Church at New Brunswick, N. J.
20, 000 00	Professorship		do	
30, 000 00	Endowment fund		do	To endow Theological Seminary at Newburgh, N. Y.
†350, 000 00	General fund and buildings		do	$100,000 for general fund.
100, 000 00	Education of young men for the ministry.		do	
25, 000 00	Library		do	
4, 145 00	do		do	
8, 000 00	General fund		do	
500 00	do		do	
3, 000 00	Indigent students		Bequest	
1, 000 00	Library		Donation	
1, 200 00	To furnish rooms		do	
10, 000 00	General fund		Bequest	
5, 000 00	Scholarship		Donation	

†Raised in two years.

(a) Seven lots of land.

TABLE XVI.—*Statistics of educational*

Benefactor.		Organization to which intrusted.	
Name.	Residence.	Name.	Location.
		Schools of theology—Continued.	
Mrs. M. Burkhalter	New York, N. Y	Theological Seminary of Evangelical Lutheran Church.	Philadelphia, Pa
St. Mark's Evan. Lutheran Church.	Philadelphia, Pa	do	do
St. John's Evan. Lutheran Church.	do	do	do
Various		The Theological Seminary	Columbia, S. C
John McKowen	Jackson, La	do	do
		do	do
Various		do	do
Do		Southern Bapt. Theo. Seminary.	Greenville, S. C
Dr. Willoughby	Berkshire, Vt	Vermont Episcopal Institute	Burlington, Vt
Rev. Jas. Keiser		Theo. Sem. of the General Synod.	Salem, Va
		Schools of law.	
Ex-Governor Jas. English	New Haven, Conn.	Law School of Yale Collage	New Haven, Conn.
		Schools of medicine.	
Board of Trustees of University of Louisville.	Louisville, Ky	Medical Department of University of Louisville.	Louisville, Ky
Various		Louisville College of Pharmacy.	do
Professor John Bacon		Medical School of Harvard Col	Boston, Mass
Members of former medical faculty through Prof. H. J. Bigelow.		do	do
Dr. Ed. H. Clarke		do	do
Mrs. Eliz. Thompson	New York, N. Y	The New York Free Medical College for Women.	New York, N. Y
Mrs. Hester Pendleton	do	do	do
Mrs. M. E. Winchester	do	do	do
Mrs. C. B. Wilbour	do	do	do
Mrs. Eliza Pendleton	do	do	do
Dr. E. P. Miller	do	do	do
		Agricultural and scientific schools.	
United States Congress	Washington, D. C.	Agricultural and Mechan. Col	Auburn, Ala
M. E. Church of Alabama	Alabama	do	do
Citizens	Auburn, Ala	do	do
Various		Georgia State Col. of Agriculture	Athens, Ga
John Purdue and Tippecanoe County.		Purdue University	Lafayette, Ind
Hon. Abner Coburn	Skowhegan, Me	Maine State College of Agriculture and Mechanic Arts.	Orono, Me
Legislature of Maine	Maine	do	do
Various		Mass. Institute of Technology	Boston, Mass
John B. Barringer	Schenectady, N. Y.	President and fellows of Harvard College.	Cambridge, Mass
T. C. Clarke and G. R. Baldwin.	Quebec, Canada	Lawrence Scientific School	do
Stephen Salisbury	Worcester, Mass	Worcester County Free Insti'te.	Worcester, Mass
Wm. Knowlton	Upton, Mass	do	do
Hon. J. W. Harris	Boone County, Mo.	Agricultural College	Columbia, Mo
Legislature of State of Missouri.	Missouri	State University	do
State of Pennsylvania	Pennsylvania	Agricultural College of Pennsylvania.	Agr. Col. P. O., Pa.
American Missionary Association.		The Hampton University and Agricultural Institute.	Hampton, Va

(*b*) Library. (*c*) Chemicals, specimens, books, &c. (*d*) Chemical apparatus. (*e*) Land. (*f*) Plates and

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
$30,000 00	Professorship		Donation	
5,500 00	Building-fund		do	
22,000 00	Professorship		do	To be increased to $30,000.
3,332 00	General fund		do	
5,747 00			Bequest	
443 00	Scholarship		Donation	
8,200 00	Endowment fund		do	
12,000 00	General fund		do	
10,000 00	Professorship		Bequest	Instruction to be according to published books of the late Bishop J. H. Hopkins.
		(*b*)		Worth about $1,200.
10,000 00	Law library		Donation	
1,000 00	To improve street		do	
		(*c*)	do	Worth $600.
		(*d*)	do	
1,422 13	Professor's library	(*e*)	do	To purchase books.
		(*f*)	do	Illustrating lectures on Materia Medica.
5,000 00	General fund		do	
1,000 00	do		do	
500 00	do		do	
500 00	do		do	
500 00	do		do	
500 00	do		do	
		(*g*)	do	Land-grant. Land has been sold and invested in Alabama State bonds.
		(*h*)	do	Formerly known as "East Alabama Male College." It cost before the war $80,000.
		(*i*)	do	Donated on condition that the college shall not be removed from Auburn.
3,000 00	Purchase of apparatus		do	Subscriptions.
75,000 00	Buildings		do	Conditions are the name and location.
500 00	Library		do	
18,000 00	General fund and buildings		do	
*66,800 00			do	$575,086 has been donated since 1862.
33,000 00	Chemical department of Lawrence Scientific School.		Bequest	Not to be used for prizes.
100 00	For engineering instruments			
40,000 00	To endow professorship of languages.		Donation	
3,700 00	For stone wall		do	
500 00	Prize medal		do	For best essay on culture of corn.
100,000 00	Agricultural College and School of Mines.		do	$60,000 for buildings; $5,000 for library; $35,000 for general expenses.
100,000 00	Instruction fund		do	
3,500 00	Current expenses		do	

specimens. (*g*) 240,000 acres. (*h*) College building. (*i*) 200 acres. * Donated in two years.

TABLE XVI.—*Statistics of educational*

Benefactor.		Organization to which intrusted.	
Name.	Residence.	Name.	Location.
		Agricultural and scientific schools—Continued.	
Peabody Fund		The Hampton University and Agricultural Institute.	Hampton, Va
Various		do	do
Mrs. Hemmenway		do	do
Various		do	do
Miss Jane Stuart Woolsey		do	do
Rev. H. W. Foote's Society	Boston, Mass	do	do
Mrs. R. G. Shaw		do	do
J. B. C		do	do
Various		do	do
		Institutions for the superior instruction of females.	
		Florence Synodical College	Florence, Ala
		Wesleyan Female College	Macon, Ga
Do		Evanston College for Ladies	Evanston, Ill
		Moravian Seminary for Young Ladies.	Hope, Ind
Do		De Pauw College	New Albany, Ind.
		Logansport Female College	Logansport, Ind
		College of the Sisters of Bethany.	Topeka, Kans
		Bradford Academy	Bradford, Mass
		Wheaton Female Seminary	Norton, Mass
Miss Sophie Smith	Hatfield, Mass	Smith College	Northampt'n, Mass.
		Mount Holyoke Female Seminary.	South Hadley, Mass.
		Michigan Female Seminary	Kalamazoo, Mich.
James L. Stevens*	Columbia, Mo	Stevens Female College	Missouri
		Saint Agnes School	Albany, N. Y
		do	do
		Elmira Female College	Elmira, N. Y
		Vassar College	Poughkeepsie, N.Y
		Ohio Wesleyan Female College	Delaware, Ohio
Colonel Thomas A. Scott	Philadelphia, Pa	Wilson College	Chambersburgh, Pa.
William G. Morehead	do	do	do
William Thaw	Pittsburgh, Pa	do	do
		Washington Female College	Washington Co., Tenn.
Citizens*	Chappell Hill, Tex	Chappell Hill Female College	Chappell Hill, Tex
Various		Female College	Texas
		Hollins Institute	Botetourt Springs, Va.
		Wisconsin Female College	Fox Lake, Wis
Do		do	do
		St. Clara Academy	Sinsinawa Mound, Wis.
		Libraries and normal schools.	
Quincy Tufts*		Free Library	Weymouth, Mass.
Dr. James Rush	Philadelphia, Pa	Library Comp'y of Philadelphia	Philadelphia, Pa.
Citizens*	Emporia, Kans	Normal School	Emporia, Kans.
		Academies.	
Mrs. Benedict	Cornwall, Conn	Connecticut Literary Institut'n.	Suffield, Conn
Various		do	do
State of Maine	Maine	Saint Alban's Academy	Hartland, Me
Do		do	do
Do		Anson Academy	North Anson, Me.
Various		Maine Central Institute	Pittsfield, Me.
State of Maine	Maine	Presque Isle Academy	Presque Isle, Me.
Charles M. Bailey*	Winthrop, Me	Oak Grove Seminary	Vassalborough, Me
Various*		do	do
S. A. Hitchcock*		Phillips Academy	Andover, Mass.
Hon. Samuel Williston	E. Hampton, Mass.	Williston Seminary	E. Hampton, Mass

*Date not given.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
$800 00	Current expenses	.....	Donation	
10,709 50	do	.....	do	
517 00	Support of Butler School	.....	do	
21,089 49	Endowment fund	.....	do	
1,000 00	Scholarship	.....	do	To be called "The Theodore Winthrop Scholarship."
1,000 00	do	.....	do	To be called "The King's Chapel Scholarship."
250 00	Endowment fund	.....	do	
25 00	do	.....	do	
2,530 00	Purchase of outfit	.....	do	
1,500 00		.....	do	
2,000 00		.....	do	
30,000 00	Buildings	.....	do	
250 00		.....		
2,000 00		.....		
30—50,000 00		.....	Donation	
15,000 00		.....		
21,000 00		.....		
500 00		.....		
400,000 00	To found college for women	.....	Bequest	
4,000 00		.....	do	
8—10,000 00		.....		
20,000 00		.....	Donation	
75,000 00		.....		
.....		(a)		Worth $40,000.
4,000 00	Scholarship	.....		
6,000 00	do	.....		
6,000 00		.....		
20,000 00		.....	Donation	To endow a professorship bearing the name of Mrs. Scott.
5,000 00	General fund	.....	do	
1,000 00	do	.....	do	
5,000 00		.....		
3,243 00	To rebuild college	.....	Donation	
8,000 00		.....		
1,000 00		.....		
5,000 00		.....	Bequest	
2,000 00		.....	Donation	
2,000 00		.....		
10,000 00	Library, lectures, &c	.....	Bequest	
1,000,000 00	Fire-proof building	.....	do	Dr. Rush died in 1869.
10,000 00	Building-fund	.....	Donation	
1,500 00	Indigent students for the ministry.	.....	Bequest	
20,000 00	Building-fund	.....	Donation	
.....		(b)	do	Land sold, and money used for erection of buildings.
1,000 00		.....	do	
.....		(c)	do	
6,000 00	Building-fund	.....	do	
180 00	General fund	.....	do	An annual State grant.
1,000 00	Building-fund	.....	do	
200 00	do	.....	do	
50,000 00		.....	do	
2,000 00	General fund	.....	do	

(a) Building-site. (b) One-half township. (c) Township.

TABLE XVI.—*Statistics of educational*

Benefactor.		Organization to which intrusted.	
Name.	Residence.	Name.	Location.
		Academies—Continued.	
John P. Bigelow*	Boston, Mass	Lawrence Academy	Groton, Mass
James Smith	Philadelphia, Pa	Leicester Academy	Leicester, Mass
Various		do	do
John Cummings	Woburn, Mass	Warren Academy	Woburn, Mass
J. B. Hutchinson	New York, N. Y	do	do
Dea. Thomas Richardson	Woburn, Mass	do	do
Ephraim Cutter	do	do	do
Quincy Tufts*		Atkinson Academy	Atkinson, N. H
Jeremiah Kingman	Barrington, N. H	Phillips Exeter Academy	Exeter, N. H
Various		Francistown Academy	Francistown, N. H.
Do		Kimball Union Academy	Meriden, N. H
Do		do	do
Do		New Hampton Literary Institute	New Hampton, N. H.
Do		Wolfborough Christian Instit'e	Wolfborough, N. H
William S. Rogers*	Boston, Mass	City of Newport	Newport, R. I
Various		South Jersey Institute	Bridgeton, N. J
E. Morris, esq	Philadelphia, Pa	do	do
S. D. Button	Camden, N. J	do	do
Unknown		do	do

* Date not given. † Raised in two years.

NOTE.—While this report is going through the press, four noteworthy gifts for educational purpose have been announced:

A gift of $500,000, by Cornelius Vanderbilt, of New York, to establish the "University of the Methodist Episcopal Church South."

Also a gift of $500,000, by the same gentleman, to establish a seminary for young ladies at New Dorp, Staten Island.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
$10,000 00	.....	.....	Bequest	
15,000 00	Endowment fund	.....	Donation ...	
10,000 00	.....do	.....	....do	
3,000 00	Building-fund.....	.....	....do	
2,000 00	.....do	.....	....do	
500 00	.....do	.....	....do	
500 00	.....do	.....	....do	
2,000 00	Indigent students.....	.....	Bequest	
50,000 00	.....	.....	....do	
7,100 00	Endowment fund	.....	Donation ...	
14,000 00	.....do	.....	....do	Subscribed and paid in part.
3,000 00	Scholarships	.....	....do	Do.
†9,000 00	Endowment fund	.....	....do	
4,000 00	.....do	.....	....do	
100,000 00	Endowment of high school.....	.....	Bequest	$10,000 to be used in constructing a building.
25,000 00	General fund	.....	Donation ...	Conditional subscriptions.
500 00	Apparatus	.....	....do	
.....	.....	(*a*)	....do	
.....	.....	(*b*)	....do	

(*a*) Minerals and geological specimens. (*b*) 150 volumes of books.

Mr. John Anderson, of New York, has given the beautiful island of Penikese, in Buzzard's Bay, near New Bedford, Massachusetts, to Professor L. Agassiz, for the site of a summer school of natural history, and the sum of $50,000 toward the endowment of the school.

Mr. Johns Hopkins, of Baltimore, has announced his purpose of erecting an asylum for the maintenance and education of 300 or 400 colored orphans, and appropriates $22,000 annually for its support.

TABLE XVII.—*Statistics of institutions for the blind for* 1872;

Number.	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.
1	Institution for the Deaf, Dumb, and Blind.	Talladega, Ala ..	(*a*)	J. H. Johnson, M. D	State.....
2	Institution for the Blind	Little Rock, Ark.	1859	Otis Patten.....	State.....
3	Institution for the Deaf, Dumb, and Blind.	Oakland, Cal	1860	W. Wilkinson	State.....
4	Academy for the Blind	Macon, Ga	1853	W. D. Williams....	State.....
5	Institution for the Education of the Blind.	Jacksonville, Ill .	1849	J. Rhoads, M. D....	State.....
6	Institution for the Education of the Blind	Indianapolis, Ind	1847	W. H. Churchman	State.....
7	Iowa College for the Blind	Vinton, Iowa....	1853	S. A. Knapp, M. A .	State.....
8	Institution for the Blind	Wyandotte, Kans	1867	J. D. Parker, M. D .	State.....
9	Institution for the Education of the Blind.	Louisville, Ky..	1842	B. B. Huntoon	State.....
10	Institution and Industrial Home for the Blind.	Baton Rouge, La.	1870	Edw. Cousinard ...	State.....
11	Institution for the Instruction of the Blind	Baltimore, Md...	1853	F. D. Morrison.....	Corporation.
12	Perkins Institution and Massachusetts Asylum for the Blind.	Boston, Mass....	1829	S. G. Howe, M. D ..	Corporation.
13	Institution for the Deaf, Dumb, and Blind.	Flint, Mich.....	1854	E. L. Bangs	State.....
14	Institution for the Deaf, Dumb, and Blind.	Faribault, Minn .	1865	J. L. Noyes, A. M ..	State.....
15	Institution for the Blind	Jackson, Miss ..	1847	Mrs. S. B. Merrill ..	State.....
16	Institution for the Education of the Blind	Saint Louis, Mo .	1851	H. R. Foster	State.....
17	New York State Institution for the Blind..	Batavia, N. Y ...	1868	A. D. Lord, M. D...	State.....
18	New York Institution for the Blind.....	New York, N. Y.	1831	W. B. Wait	Corporation.
19	Institution for the Blind	Raleigh, N. C....	1846	S F. Tomlinson....	State.....
20	Institution for the Education of the Blind	Columbus, Ohio .	1837	G. L. Smead	State.....
21	Institution for the Instruction of the Blind	Philadelphia, Pa.	1833	William Chapin....	Corporation.
22	Institution for the Education of the Deaf, Dumb, and Blind.	Cedar Spring, S.C	1855	N. F. Walker	State.....
23	Tennessee School for the Blind.....	Nashville, Tenn	1843	J. M. Sturtevant...	Corporation.
24	Institution for the Blind	Austin, Texas...	1856	E. M. Wheelock ...	State.....
25	Institution for Deaf, Dumb, and Blind....	Staunton, Va	1839	C. D. McCoy	State.....
26	Institution for Deaf, Dumb, and Blind....	Romney, W. Va .	1870	H. H. Hollister	State.....
27	Institution for the Education of the Blind.	Janesville, Wis..	1850	T. H. Little	State.....

a The department for the blind was added to the institution in 1867.
b Department for the blind alone.
c Including deaf and dumb department.
d State warrants.
e A special appropriation of $75,000 has also been expended during the last two years

from replies to inquiries by the United States Bureau of Education.

Estimated value of its property.	Average annual receipts for five years.	Average annual receipts from regular sources for five years.	Average annual expenditures 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.
$40,000 00	*b*$3,500 00	*b*$3,500 00	*b*$3,500 00	*b*$3,500 00	*b*$3,500 00	.....	30	17	1	....	.....	1
20,000 00	17,754 00	17,754 00	17,754 00	12,625 00	18,000 00	.....	90	40	15	4	$2,922 00	2
*c*250,000 00	*c*30,000 00	*c*30,000 00	*c*30,000 00	*c*30,000 00	*c*30,000 00	$1,000 00	75	37	23	1	1,350 00	3
75,000 00	13,861 92	9,900 00	12,490 00	11,000 00	9,900 00	.....	112	35	8	4	.....	4
80,000 00	20,000 00	100,000 00	20,000 00	20,000 00	20,000 00	.....	400	68	7	....	.....	5
500,000 00	34,682 00	34,682 00	32,390 00	27,562 00	.....	.....	450	105	25	7	4,030 00	6
250,000 00	.....	.....	.....	24,000 00	24,000 00	.....	260	100	32	12	1,800 00	7
25,000 00	8,000 00	.....	8,000 00	.....	8,000 00	.....	40	22	9	1	1,200 00	8
94,000 00	16,945 00	12,563 00	16,752 00	15,678 00	16,000 00	.....	304	47	21	8	1,670 00	9
.. ..	.....	.....	.....	.....	15,600 00	.....	.....	20	1	1	1,000 00	10
250,000 00	25,000 00	14,000 00	25,000 00	14,000 00	13,000 00	1,350 00	129	51	13	2	500 00	11
363,174 00	92,864 00	43,030 00	91,309 00	40,023 00	30,000 00	15,030 00	811	173	69	30	7,934 00	12
275,000 00	45,179 00	44,978 00	46,598 00	30,752 00	.....	.....	354	157	41	....	.....	13
*c*160,000 00	*c*15,000 00	.....	*c*15,000 00	.....	*c*15,000 00	.....	20	16	3	1	50 00	14
10,000 00	8,000 00	6,000 00	.....	.....	*d*10,000 00	.....	150	25	8	3	1,000 00	15
125,000 00	17,000 00	17,000 00	16,500 00	*e*21,000 00	21,750 00	.....	235	96	11	2	400 00	16
275,000 00	*f*39,000 00	*f*39,000 00	*f*39,000 00	35,000 00	39,000 00	.....	200	130	29	2	400 00	17
338,972 00	84,100 00	51,577 00	83,732 00	52,233 00	36,027 00	3,753 00	1,032	186	52	9	3,592 00	18
50,000 00	*h*43,393 00	*h*42,620 00	*h*40,000 00	40,000 00	40,000 00	.....	122	58	6	3	1,150 00	19
450,000 00	30,000 00	30,000 00	30,000 00	30,000 00	30,000 00	.....	750	109	30	4	1,116 00	20
145,000 00	70,705 00	49,016 00	69,722 00	48,037 00	33,000 00	7,839 00	753	183	60	24	3,730 00	21
.....	.....	.....	.....	.....	10,000 00	.....	.....	14	2	1	500 00	22
8,500 00	10,500 00	10,500 00	11,000 00	9,700 00	10,450 00	.....	129	41	9	4	2,640 00	23
25,000 00	9,500 00	9,500 00	9,500 00	.....	10,000 00	.....	.....	17	4	2	150 00	24
*c*150,000 00	*c*43,133 00	*c*40,190 00	*c*42,123 00	*g*34,324 00	*h*40,000 00	.....	193	40	8	2	420 00	25
45,000 00	.....	.....	.....	3,500 00	3,500 00	.....	14	10	4	2	1,550 00	26
163,000 00	37,919 00	36,895 00	37,899 00	19,525 00	*i*22,400 00	1,025 00	191	59	22	3	....	27

f For the last four years.
g For year ended September 30, 1872.
h For last two years.
i For last year only.

TABLE XVIII.—*Statistics of institutions for deaf and dumb for* 1872; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.			Number of inmates at date of last report.			Number under instruction during year.		
						Total number.	Number semi-mutes.	Number deaf-mutes.(a)	Male.	Female.	Total.	Male.	Female.	Total.
1	Alabama Institution for Deaf, Dumb, and Blind.	Talladega, Ala	1860	State	J. H. Johnson, M. D	4	....	3	19	34	53	19	37	56
2	Arkansas Deaf-Mute Institute	Little Rock, Ark	1868	....do	E. P. Caruthers, M. A	4	....	2	24	17	41	38	31	69
3	California Institution for Deaf, Dumb, and Blind.	Oakland, Cal	1860	....do	Warring Wilkinson, M. A	4	1	1	35	24	59	37	27	64
4	American Asylum for Deaf and Dumb	Hartford, Conn	1817	Directors	E. C. Stone, M. A	17	....	1	158	85	243	179	111	290
5	Whipple's Home School for Deaf-Mutes.	New Ledyard, Conn	1868	Private	J. and T. C. Whipple	2	....	....	.....	.....	.....	2	2	4
6	Institution for Deaf and Dumb	Cave Spring, Ga	1846	State	Wesley O. Connor	5	1	1	26	32	58	27	34	61
7	Institution for Education of Deaf and Dumb.	Jacksonville, Ill	1839	....do	P. G. Gillett, LL. D	15	2	3	143	125	268	162	144	306
8	Institution for Education of Deaf and Dumb.	Indianapolis, Ind	1844	....do	Rev. Thomas MacIntire, M. A	14	3	3	135	119	254	167	137	304
9	Institution for the Deaf and Dumb	Council Bluffs, Iowa	1855	....do	Rev. Benjamin Talbot, M. A	6	....	3	58	42	100	72	47	119
10	Institution for the Deaf and Dumb	Olathe, Kans	1862	....do	L. H. Jenkins, M. A	5	....	1	.....	.....	.....	43	26	69
11	Institution for Deaf-Mutes	Danville, Ky	1823	.....	J. A. Jacobs, jr	5	.....	.....	54	43	97	.....	.....	.....
12	Institution for Education of Deaf, Dumb, and Blind.	Baton Rouge, La	1852	State	J. A. McWhorter, M. A	4	1	1	31	20	51	34	20	54
13	Institution for Education of Deaf and Dumb.	Frederick, Md	1867	....do	Charles W. Ely, M. A	9	2	2	58	30	88	60	37	97
14	Clarke Institution for Deaf-Mutes	Northampton, Mass	1867	Private	Harriet B. Rogers	5	.....	.....	25	19	44	26	19	45
15	Boston Day School for Deaf-Mutes	Boston, Mass	1869	Municipal	Sarah Fuller	4	.....	.....	20	29	49	22	33	55
16	Institution for Deaf, Dumb, and Blind	Flint, Mich	1854	State	E. L. Bangs, M. A	11	2	6	.....	.....	.....	87	72	159
17	Institution for Deaf, Dumb, and Blind	Faribault, Minn	1862	....do	J. L. Noyes, M. A	4	....	1	33	22	55	36	24	60
18	Institution for Deaf and Dumb	Jackson, Miss	1871	Trustees	John L. Carter, M. D	3	1	1	5	4	9	24	17	41
19	Institution for Deaf and Dumb	Fulton, Mo	1851	State	William D. Kerr, M. A	8	....	3	57	71	128	90	96	186
20	Saint Bridget's Institution for Deaf and Dumb.	Saint Louis, Mo	1860	R. C. O. Board.	Sister M. Stanilaus	1	....	1	.....	11	11	.....	25	25
21	Institution for Deaf and Dumb	Omaha, Nebr	1869	State	R. H. Kinney, M. A	2	1	....	.....	.....	.....	16	13	29
22	Institution for Deaf and Dumb	New York City, N. Y	1818	Directors	I. L. Peet, LL. D	30	9	7	323	211	534	349	239	588
23	Institution for Improved Instruction of Deaf-Mutes.	....do	1867	....do	F. A. Rising, A. M	6	.....	.....	31	33	64	35	40	75
24	Saint Mary's Asylum	Buffalo, N. Y	1854	Trustees	Sister Mary Ann	6	....	2	25	30	55	27	31	58

25	Institution for Deaf, Dumb, and Blind ..	Raleigh, N. C.....	1846	State.....	S. F. Tomlinson, M. A.....	8	1	3	70	56	126	78	54	132
26	Institution for Deaf and Dumb.....	Columbus, Ohio	1827	....do	G. O. Fay, M. A.....	20	3	9	190	141	336	231	166	397
27	Institution for Deaf and Dumb.....	Salem, Oreg	1870	....do	William S. Smith	2	....	1	9	5	14	13	11	24
28	Institution for Deaf and Dumb.....	Philadelphia, Pa.....	1821	Directors.....	Joshua Foster	14	....	3	116	111	227	151	125	276
29	Pittsburgh Day School.....	Pittsburgh, Pa.....	1869	Municipal.....	A. Woodsides.....	2	....	1	.....	.....	.....	23	20	43
30	Institution for Education of Deaf, Dumb, and Blind.	Cedar Spring, S. C.....	1849	State.....	N. F. Walker.....	3	....	2	7	8	15	11	11	22
31	Institution for Deaf and Dumb.....	Knoxville, Tenn	1845	....do	J. H. Ijams, B. A	7	1	2	65	46	111	63	45	108
32	Institution for Education of Deaf and Dumb.	Austin, Tex.....	1856	....do	J. Van Nostrand, M. A.....	3	....	....	22	12	34	20	10	30
33	Institution for Deaf, Dumb, and Blind ..	Staunton, Va	1839	....do	Charles D. McCoy.....	7	1	3	47	45	92	47	42	89
34	Institution for Deaf, Dumb, and Blind ..	Romney, W. Va	1870	....do	H. H. Hollister, M. A.....	4	....	1	32	18	50	35	21	56
35	Institution for Deaf and Dumb.....	Delavan, Wis	1852	....do	George L. Weed, jr., M. A.....	9	1	1	80	57	137	92	72	164
36	Columbia Institution for Deaf and Dumb	Washington, D. C	1857	National	E. M. Gallaudet, Ph. D., LL. D..	11	3	1	77	14	91	100	16	116
37	National Deaf-Mute College (*b*).....	.....do	1864	....do	.....do	8	2	....	48	.....	48	66	.....	66

(*a*) Not including semi-mutes.
(*b*) National Deaf-Mute College is a department of Columbia Institution for Deaf and Dumb, and its statistics have been included in those of that institution. See Table VIII.

TABLE XVIII. *Statistics of institutions for deaf and dumb for* 1872—Continued.

Number.	Average number of years spent in institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Character of instruction.	Laboratory.*	Philosophical cabinet.*	Natural history museum.*	Trades taught. S—Shoemaking.	Trades taught. P—Printing.	Trades taught. C—Carpentering.	Trades taught. T—Tailoring.	Trades taught. B—Book-binding.	Number of volumes in library.	Number of buildings connected with institution.	Number of acres of land owned by institution.	Value of buildings and grounds.	Income.	Expenditure.	Scholastic year begins—
1	4	109	2	Ordinary branches	...	...	...	S.	...	...	...	...	400	2	92	$40,000 00	$18,000 00	$18,000 00	October, first Monday.
2	1 11-12	82	....	Ordinary branches and agriculture.	...	...	...	...	...	...	...	...	40	2	93	60,000 00	*a*26,700 00	.....	October, first Wednesday.
3	7–9	103	....	Academical and agriculture	...	X	X	S.	...	C.	...	...	300	....	130	250,000 00	36,000 00	36,000 00	August, last Wednesday.
4	7–10	1,900	38	Academical	...	...	...	S.	...	C.	T.	...	2,500	4	27	250,000 00	69,210 00	55,394 00	September, second Wednesday.
5	.....	10	....	Ordinary branches and articulation.	...	...	...	...	P.	...	...	...	.....	.....	.....	.....	.....	.....	September 1.
6	3	212	3	Ordinary branches	...	...	...	S.	...	...	...	...	600	2	12	35,000 00	15,052 00	14,649 00	September, first Wednesday.
7	6	870	13	Ordinary branches and agriculture.	...	X	X	S.	P.	C.	...	...	1,000	6	50	250,000 00	58,250 00	58,000 00	October, first Wednesday.
8	6	893	16	Ordinary branches and academical.	X	...	...	S.	...	C.	T.	...	2,320	5	120	480,000 00	68,639 00	68,210 00	First Wednesday after September 15.
9	4–5	303	4	Ordinary branches	...	...	...	...	...	...	...	...	250	4	90	179,000 00	23,805 00	27,262 00	
10	.....	.....	.....	....do	...	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	September, second Wednesday.
11	.....	.....	.....	.....	...	...	...	...	...	...	...	...	.....	.....	.....	.....	27,271 71	27,271 71	
12	6–10	250	....	Academical	...	...	...	...	P.	...	...	...	350	1	11	225,000 00	16,672 00	17,000 00	October, first Wednesday.
13	.....	119	1	....do	...	...	...	S.	...	...	...	...	2,000	2	12	150,000 00	25,000 00	23,800 00	September, first Wednesday.
14	.....	81	....	....do	...	...	...	...	...	...	...	...	160	6	11	91,750 00	27,778 00	26,785 00	September, third Wednesday.
15	.....	.....	....	Ordinary branches	...	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	September, first Monday.
16	.....	.....	.....	....do	...	...	...	S.	...	C.	...	...	.....	.....	.....	.....	.....	.....	September, second Wednesday.
17	6	100	2	....do	...	X	...	...	...	C.	...	...	500	4	54	100,000 00	20,000 00	20,000 00	Do.
18	.....	41	....	....do	...	...	...	...	...	...	...	...	.....	1	5	25,000 00	10,000 00	.....	October, first Tuesday.
19	7	420	3	....do	...	X	...	...	...	...	...	...	600	5	48	105,000 00	34,441 00	30,952 00	
20	.....	30	....	....do	...	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	September 1.
21	.....	30	....	....do	...	...	...	...	P.	...	...	...	.....	2	10	17,500 00	9,000 00	9,000 00	September, second Wednesday.
22	.....	.....	....	....do	...	...	...	S.	...	C.	T.	...	.....	.....	.....	.....	.....	.....	September, first Wednesday.
23	.....	.....	....	Academical	...	...	...	...	...	...	...	...	50	3	(*b*)	100,000 00	38,500 00	24,521 00	Do.
24	6	115	....	Ordinary branches	...	...	...	...	...	...	...	...	.....	1	35,000 00	11,000 00	11,000 00	September 1.	
25	5	.....	4	....do	...	...	...	S.	...	...	...	...	300	7	4	50,000 00	42,774 00	42,774 00	September, first Wednesday.
26	5	1,301	14	....do	...	X	X	S.	P.	...	...	B.	1,500	5	10	800,000 00	.....	72,802 44	September, second Wednesday.
27	.....	25	....	....do	...	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	September, first Monday.

28	5	1,446	9	do				S.			T.		5,000	2	2	250,000 00	59,347 00	51,561 00	September, first Wednesday.
29				do															September, first Monday.
30	6			do				S.	P.	C.					157		10,000 00		October, first Wednesday.
31	7			do									75	4	7	125,000 00	26,457 00	23,791 00	Middle of September.
32	7	82	1	do										10	57½	20,000 00	11,000 00	11,400 00	September, second Wednesday.
33	6	384	5	do		X		S.	P.	C.	T.	B.	1,500	6	40	150,000 00	43,137 00	34,324 00	September, first Wednesday.
34		60		do										1	15	45,000 00	17,213 00	17,213 00	September, second Wednesday.
35	5	347	2	do				S.					550	2	30	100,000 00	37,949 00	34,174 00	September, first Wednesday.
36	6	261	14	Collegiate and agriculture	X	X	X			C.			878	8	100	500,000 00	75,850 00	75,465 00	September, last Thursday.
37	3	105	14	Collegiate	X	X	X						600						Do.

* The letter "X" indicates the possession of a laboratory, cabinet, or museum.
(*a*) $20,700 of the amount is in State scrip, worth from 50 cents to 80 cents on the dollar.
(*b*) Twelve city-lots.

TABLE XIX.—*Statistics of penitentiaries and jails for* 1872—*from replies to inquiries by the United States Bureau of Education.*

Number.	Name of institution.	State.	Number.	SEX.				NATIVITY.		EDUCATION.		
				White.		Colored.		Foreign.	Native.	Read and write.	Read only.	No education.
				Male.	Female.	Male.	Female.					
1	State prison	Connecticut	192	140	8	43	1	36	156	166	2	24
2	Monroe County penitentiary	New York	1,050	700	300	26	24	570	480	806	103	141
3	Onondaga County penitentiary	do	741	621	98	20	2	330	411	494	96	155
4	Sing-Sing prison	do	1,241	1,026	97	103	15	554	687	1,030	127	84
5	Sullivan County jail	do	18	16	2			8	10	13		5
6	Warren County jail	do	32	28	4			9	23	12	3	17
7	Erie County penitentiary	do	2,461	(a)		(a)		1,407	1,054	1,628	193	640
8	Eastern penitentiary	Pennsylvania	7,092	5,035	834	1,062	70	1,732	5,358	4,518	1,124	1,418
9	Lancaster County prison	do	83	62	7	11	3	13	70	64	8	11
10	Centre County prison	do	61	53	4	3	1	32	29	54		7
11	Luzerne County prison	do	53	48	2	3		32	21	39	12	2
12	Ohio penitentiary	Ohio	1,000					210	790	534	359	107
13	Ohio penitentiary, in 1871	do	348							309		39
14	Hamilton County jail	do	460	(b)		(b)		196	264	368		92
15	Cincinnati work-house	do	3,653	2,432	836	239	146	2,104	1,549	1,218	1,826	609
16	Cincinnati house of refuge	do	206							71	32	103
17	Adams County jail	do	14	14					14	12		2
18	Morgan County jail	do	25	25				25		20	5	
19	Franklin County jail	do	106							53		53
20	Warren County jail	do	29	26		3		4	22	19	3	1
21	Erie County jail	do	21	16		5		4	17	18		3
22	Hamilton County jail	do	115							92		23
23	Northern State prison	Indiana	295							245	21	29
24	Southern State prison	do	387							228	63	96
25	House of refuge	do	37									
26	Rush County jail	do	11	10		1		5	6	9		2
27	Morgan County jail	do	3	3				1	2	1	2	
28	Hancock County jail	do	2	2					2			
29	Cass County jail	do	31	17	1	13		2	29	28	2	1
30	State penitentiary	Illinois	1,345					434	911	750	103	492
31	Lake County jail	do	19	19				13	6	16	3	
32	Peoria County jail	do	10	10				3	7	7	1	2
33	Mercer County jail	do	11	10		1		5	6	9		2
34	County jail	do	22	20	2			6	16	12	4	6
35	Knox County jail	do	35	31	1	3		8	27	21	1	8
36	Charleston jail	do	17	14	1	2		1	16	14		7
37	Hardin County jail	do	1	1				1		1		
38	Detroit house of correction	Michigan	1,400	1,083	317			847	783	876	209	315
39	House of correction, (whole period)	do	8,744	(c)		(c)				4,984		3,760

40	Michigan State prison	do	367					119	248	288	27	43
41	State prison, 1871	Wisconsin	226	216	3	10		92	134	164	12	37
42	State prison	Minnesota	87					23	64	81		6
43	State prison, 1871	Iowa	280	279	1					135	109	36
44	State prison, 1871	Kansas	188	166		22		39	149	155		33
45	State prison, April, 1871	California	478							246		232
46	State prison	do	924	736	5	181	2	441	483	716	112	96
47	Maryland penitentiary	Maryland	669	203	6	408	52	66	603	191	84	394
48	South Carolina penitentiary	South Carolina	220	26		182	12	7	213	43	35	142
49	Penitentiary, in 1866	Kentucky	236	201	1	33	1	42	194	136		92
50	Penitentiary, in 1867 and 1868	do	902	564	2	294	42	105	797	359		441
51	Penitentiary, in 1869	do	659	368	3	264	24	56	603	216		380
52	Penitentiary, in 1870	do	680	364	2	281	33	13	667	112		207
53	Penitentiary, in 1871	do	266	160	2	94	10	16	250	99		138
54	State penitentiary	Tennessee	739	242	1	472	24	28	711			

RECAPITULATION.

States.	Number.	SEX.				NATIVITY.		EDUCATION.		
		White.		Colored.		Foreign.	Native.	Read and write.	Read only.	No education.
		Male.	Female.	Male.	Female.					
Connecticut	192	140	8	43	1	36	156	166	2	24
New York (*d*) and Pennsylvania	12, 832	7, 589	1, 548	1, 228	115	4, 687	8, 143	8, 658	1, 666	2, 480
Ohio	5, 977	2, 513	836	247	146	2, 543	2, 656	2, 714	2, 225	1, 032
Indiana and Illinois	2, 173	91	3	15		469	985	1, 285	199	711
Western States	12, 747	2, 536	328	218	2	1, 571	1, 904	7, 681	370	4, 573
Southern States	4, 371	2, 128	17	2, 028	198	333	4, 038	1, 156	119	1, 794
Total	38, 292	14, 987	2, 740	3, 779	462	9, 639	17, 882	21, 660	4, 581	10, 614

(*a*) 2,331 white, 130 colored; sex not given. (*b*) 440 white, 20 colored; sex not given. (*c*) 7,791 white, 953 colored; sex not given.

(*d*) The arrests reported in the New York metropolitan police district numbered 72,984 persons; of whom 50,399 were white males, 20,022 white females; 857 colored males, 516 colored females; 24,769 were native and 48,215 were foreign born; 61,125 could read and write, 558 could read only, and 11,301 were wholly illiterate.

TABLE XX.—*Statistics of schools for the reformation of juvenile delinquents for* 1872; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of establishment.	Control.	Superintendent.	Assistants.			Conditions of commitment.		Number committed during the year.	Number discharged during the year.
						Total number.	Male.	Female.	Age.	Other conditions.		
1	Connecticut State Reform School	Meriden, Conn	1853	State	Ed. W. Hatch	16	12	4	10–16	Crime, vagrancy, truancy	152	130
2	Connecticut Industrial School for Girls.	Middletown, Conn	1870	Corporate	Rev. J. H. Bradford	8	2	6	8–15	By court until 18 years of age	37	26
3	Chicago Reform School (*a*)	Chicago, Ill	1855	Municipal	Robert Turner	13	8	5	6–16		33	
4	Iowa State Reform School	Salem, Iowa	1868	State	Joseph McCarty	10	5	5	(*)	By court, for crime, vagrancy, &c.	52	17
5	Iowa State Reform School for Boys	Eldora, Iowa										
6	Boys' House of Refuge	New Orleans, La	1850	Municipal	P. M. Williams	10	6	4	7–19	Committed by criminal court	147	151
7	Maine State Reform School	Cape Elizabeth, Me	1852	State	Rev. E. W. Hutchinson	16	8	8	8–16	Committed during minority unless sooner discharged.	59	46
8	Boston House Ref. for Juvenile Off'drs.	Boston, Mass		Municipal	G. C. Underwood	11	9	2	7–16	Larceny, vagrancy, truancy, &c.	218	233
9	House of Reformation	Deer Island, Mass										
10	State Industrial School for Girls	Lancaster, Mass	1856	State	Rev. Marcus Ames	18		18	7–17	Poverty, vagrancy, crime, &c.	24	50
11	State Reform School	Westborough, Mass.										
12	Michigan State Reform School	Lansing, Mich	1856	State	Charles Johnson	16	10	6	10–16	Crime, vagrancy, &c	91	113
13	New Hampshire State Reform School.	Manchester, N. H	1855	do	Ed. Ingham	14	7	7	17	Offenses against the laws	60	40
14	State Reform School	Jamesburgh, N. J	1867	do	Rev. L. H. Sheldon	6	4	2	8–16	During minority unless sooner discharged.	98	61
15	New York House of Refuge	New York, N. Y	1825	Corporate	I. C. Jones	54	29	25	16	During minority unless sooner discharged.	681	502
16	Truant Home	Brooklyn, N. Y	1857	Board of alderm'n	Charles Demerest	12	3	9	5–14	Idleness and truancy	155	127
17	Western House Refuge for Juv. Off'drs.	Rochester, N. Y	1846	State	Levi S. Fulton	32	21	11	8–16	During minority	192	116
18	Catholic Protectory	West Farms, N. Y										
19	House of Refuge	Cincinnati, Ohio	1850	Municipal	H. A. Montfort	18	10	8	(†)	During minority or will of board	261	266
20	State Reform School for Girls	Columbus, Ohio									60	15
21	State Reform School	Lancaster, Ohio										
22	Girls' Industrial Home	Lewis Centre, Ohio	1869	State	Dr. John Nichols	19	5	14	7–16	Crime, vagrancy, poverty, &c.	61	14
23	House of Refuge	Philadelphia, Pa	1826	Board managers	J. K. McKeever	22	10	12		During minority	263	268
24	Western House of Refuge	Pittsburgh, Pa										
25	Providence Reform School	Providence, R. I	1850	Municipal	James M. Talcott	15	6	9	18	Conviction of crime or vagrancy	117	138
26	Vermont Reform School	Waterbury, Vt	1865	State	W. G. Fairbanks	15	6	9	16	During minority	55	
27	State Reform School	Waukesha, Wis										
28	Reform School	Georgetown, D. C										

(*a*) Consolidated now with State school at Pontiac, Illinois.

* Under 18 years of age.

† 6–16 males, 6–18 females.

TABLE XX.—*Statistics of schools for the reformation of juvenile delinquents for* 1872—Continued.

Number.	Name.	Present inmates.																								(a) Studies taught.											
		Total number.	Number male.	Number female.	Number white.	Number colored.	Number native.	Number foreign.	Parents dead.	Parents living.	Mothers living.	Fathers living.	Parents illiterate.	Parents could read.	Parents could read and write.	Parents abstinent.	Parents moderate drinkers.	Parents occasionally intemperate.	Parents intemperate.	No. illiterate when committed.		Number could read when committed.	Number could read and write when committed.	No. learned to read since committed.	No. learned to write since committed.	Reading.	Spelling.	Writing.	Grammar.	Arithmetic.	Geography.	History.	Drawing.	Algebra.	Philosophy.
																				Native parentage.	Foreign-born parentage.																
1	Connecticut State Reform School	300	300	....	275	25	279	21	35	169	211	189	276	..	....	15	145	40	100	5	35	220	40	150	156	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..	..
2	Connecticut Industrial School for Girls	76	....	76	66	10	72	4	10	33	23	11	....	....	....	26	....	....	48	44	2	....	....	....	....	*l*	*l*	*l*	*l*	*l*	*l*	..	..	*l*	..
3	Chicago Reform School	212	212	....	196	16	160	52	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	..	..	..	..	..	..	..	..
4	Iowa State Reform School	104	102	2	97	7	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	..	..	..	..	..	..	..	..
5	Iowa State Reform School for Boys	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..	..
6	Boys' House of Refuge	126	126	....	49	77	116	10	27	99	88	63	75	20	31	16	36	26	48	15	5	65	66	25	15	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..	..
7	Maine State Reform School	134	134	....	131	3	109	25	28	30	73	79	....	....	....	25	30	54	109	31	6	96	31	38	103	*l*	*l*	*l*	*l*	*l*	*l*	..	..	*l*	*l*
8	Boston House Ref. for Juvenile Off'drs	305	270	35	301	4	271	34	10	185	73	37	96	13	196	72	81	107	45	23	72	96	29	95	120	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..	..
9	House of Reformation	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	..	..	..	..	..	..	..	..
10	State Industrial School for Girls	121	....	121	109	12	116	5	23	24	39	33	20	5	64	....	....	....	60	9	9	22	56	16	55	*l*	*l*	*l*	..	*l*	*l*	..	..	..	..
11	State Reform School	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	..	..	..	..	..	..	..	..
12	Michigan State Reform School	217	217	....	200	17	66	25	58	106	107	71	....	....	....	....	....	....	....	....	....	76	55	20	98	*l*	*l*	*l*	..	*l*	*l*	..	..	..	..
13	New Hampshire State Reform School	97	85	12	95	2	90	5	..	....	....	....	(*b*)	....	....	25	30	54	109	31	6	96	31	38	103	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..	..
14	State Reform School	120	120	....	114	6	97	10	13	57	70	70	....	....	....	....	....	....	....	½	(*b*)	97	48	....	....	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..	..
15	New York House of Refuge	764	660	104	632	47	69	612	42	271	....	....	....	....	....	....	80	40	20	16	64	41	52	27	22	*l*	*l*	*l*	*l*	*l*	*l*	*l*	*l*	..	..
16	Truant Home	61	c155	....	154	1	141	14	9	91	38	17	....	....	....	....	....	....	....	....	307	210	164	233	....	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..	..
17	Western House Refuge for Juv. Off'drs	428	428	....	408	20	....	....	19	100	147	126	....	....	....	....	....	....	....	6	3	95	119	27	96	*l*	*l*	*l*	*l*	*l*	..	..	..	..	..
18	Catholic Protectory	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	..	..	..	..	..	..	..	..
19	House of Refuge	206	162	44	173	32	61	145	47	42	117	101	....	....	....	130	....	76	....	33	70	32	71	103	135	*l*	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..
20	State Reform School for Girls	145	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	*l*	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..
21	State Reform School	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	..	..	..	..	..	..	..	..
22	Girls' Industrial Home	143	....	143	103	13	141	2	28	29	72	14	....	....	....	....	....	....	....	19	9	65	50	28	69	*l*	*l*	*l*	*l*	*l*	*l*	*l*	..	..	*l*
23	House of Refuge	403	337	66	403	....	73	190	29	127	220	199	....	....	....	....	....	....	....	24	60	69	110	56	95	*l*	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..
24	Western House of Refuge	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	..	..	..	..	..	..	..	..
25	Providence Reform School	211	161	50	189	22	202	9	21	73	64	53	....	....	....	....	....	69	66	8	24	53	32	22	47	*l*	*l*	*l*	*l*	*l*	*l*	*l*	..	..	..
26	Vermont Reform School	118	118	....	115	3	83	35	11	61	54	54	14	4	90	51	31	9	10	9	14	62	32	25	55	*l*	*l*	*l*	..	*l*	*l*	..	..	..	..
27	State Reform School	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	..	..	..	..	..	..	..	..
28	Reform School	....	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	..	..	..	..	..	..	..	..

(*a*) The letter "*l*" indicates that the branch or trade is taught. (*b*) Nearly all. (*c*) The statistics are for the number committed during the year.

TABLE XX.—*Statistics of schools for the reformation of juvenile delinquents for* 1872—Continued.

Number.	Name.	(a) Trade taught.																			Number taught a trade during the past year.	Number committed since establishment.	Proportion of discharged known to be orderly, &c.	Volumes in library.	Average annual cost of each inmate.	Annual cost of tuition.	Average annual earnings of each inmate.	Total annual earnings of institution.
		Baking.	Basket-making.	Blacksmithing.	Brush making.	Carpentering.	Chair-seating.	Dress-making.	Farming.	Harness-making.	Knitting.	Paper box making.	Sewing.	Shoemaking.	Straw-braiding.	Tailoring.	Tinning.	Toy-making.	Wire-work.									
1	Connecticut State Reform School	*l*	..	..	..	..	*l*	..	..	..	..	..	..	..	..	*l*	..	..	..		251	1,899	.75	1,400	$141 43	$42,431 00	$56 01	$12,345 00
2	Connecticut Industrial School for Girls	..	..	..	..	..	..	..	..	..	..	*l*	..	..	..	..	..	..	..		2	112	.....	1,100	(*b*)	12,000 00	.....	500 00
3	Chicago Reform School	..	*l*	..	..	..	*l*	..	*l*	*l*	..	..	..	*l*	..	*l*	..	..	..		.....	1,284	.70	575	.....	.....	.....	.....
4	Iowa State Reform School	..	..	*l*	..	..	..	..	*l*	..	..	..	..	*l*	..	*l*	..	..	..		20	191	.75	100	150 00	15,000 00	50 00	5,000 00
5	Iowa State Reform School for Boys	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	.....	.....	.....	.....	.....	.....	.....
6	Boys' House of Refuge	*l*	..	..	..	*l*	..	..	..	..	..	..	..	*l*	..	..	*l*	*l*	..		50	.....	.10	150	95 00	12,000 00	.....	4,500 00
7	Maine State Reform School	..	..	..	..	..	*l*	..	..	..	..	..	..	*l*	..	*l*	..	..	..		36	1,321	.....	1,600	160 17	24,463 88	12 75	3,769 26
8	Boston House of Reformation for Juvenile Offenders	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	.....	.....	720	230 00	36,539 00	.....	.....
9	House of Reformation	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	.....	.....	.....	.....	.....	.....	.....
10	State Industrial School for Girls	..	..	..	..	..	..	..	..	..	*l*	..	*l*	..	..	..	..	..	..		121	810	.66	1,200	162 24	22,753 00	4 00	487 00
11	State Reform School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	.....	.....	.....	.....	.....	.....	.....
12	Michigan State Reform School	*l*	..	..	..	..	*l*	..	..	..	..	..	..	*l*	..	*l*	..	..	..		.....	1,306	.70	2,000	159 00	35,000 00	30 00	6,500 00
13	New Hampshire State Reform School	*l*	..	..	..	..	*l*	..	..	..	..	..	*l*	..	..	..	..	..	..		50	694	.75	200	200 00	18,143 77	50 00	2,536 00
14	State Reform School	..	..	..	..	..	*l*	..	*l*	..	..	..	..	..	..	..	..	..	..		120	299	.66	386	.....	*c*20,000 00	.....	7,823 34
15	New York House of Refuge	..	..	..	..	..	..	..	..	..	..	..	..	*l*	..	..	..	..	*l*		.....	14,275	.75	3,859	126 12	106,175 91	63 73	48,789 63
16	Truant Home	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	1,940	.05	.....	60 19	15,000 00	.....	.....
17	Western House of Refuge for Juvenile Offenders	..	..	..	..	..	*l*	..	..	..	..	..	..	*l*	..	*l*	..	..	..		300	3,518	.66	1,275	164 51	63,174 95	36 31	*d*13,946 64
18	Catholic Protectory	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	.....	.....	.....	.....	.....	.....	.....
19	House of Refuge	..	..	..	..	..	..	*l*	..	..	..	..	..	*l*	..	*l*	..	..	..		72	3,096	.75	630	150 67	33,449 91	25 11	5,576 18
20	State Reform School for Girls	..	..	..	..	..	..	*l*	..	..	*l*	..	*l*	..	..	..	..	..	..		.....	168	.....	.....	.....	35,000 00	.....	.....
21	State Reform School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	.....	.....	.....	.....	.....	.....	.....
22	Girls' Industrial Home	..	..	..	..	..	..	*l*	..	..	..	..	..	..	*l*	..	..	..	..		20	165	.77	600	174 00	17,810 46	.....	.....
23	House of Refuge	..	..	*l*	*l*	..	..	..	..	..	..	*l*	..	*l*	..	..	..	..	..		.....	9,170	.66	2,200	90 92	63,832 79	57 03	21,613 90
24	Western House of Refuge	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	.....	.....	.....	.....	.....	.....	.....
25	Providence Reform School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	2,039	.66	1,300	102 50	23,676 68	91 33⅓	19,271 36
26	Vermont Reform School	..	..	..	..	..	*l*	..	..	..	..	..	..	*l*	..	..	..	..	..		78	332	.75	360	.....	.....	.....	.....
27	State Reform School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	.....	.....	.....	.....	.....	.....	.....
28	Reform School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		.....	.....	.....	.....	.....	.....	.....	.....

(*a*) The letter "*l*" indicates that the trade is taught.
(*b*) The State pays $3 per week for each inmate.
(*c*) A considerable part is expended in permanent improvements.
(*d*) Cash receipts, not including value of work performed for the institution.

TABLE XXI.—*Statistics of orphan asylums for* 1872; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Character of foundation.	Superintendent.	Denomination.	Number of assistants.	Total number of inmates since foundation.
1	Roman Catholic Orphan Asylum	San Francisco, Cal	1858	1852	Denominational	Sister Frances McEnnis	Roman Catholic	29	2,620
2	New Haven Orphan Asylum	New Haven, Conn	1833	1833		Mrs. L. A. Kingsley	Evangelical	a5	1,079
3	Chicago Nursery and Half-Orphan Asylum	Chicago, Ill	1860	1860	State	Mrs. M. L. Hobson	Protestant	9	.....
4	Chicago Orphan Asylum	do	1849	1853	Corporate	Emily Swann	Protestant	10	1,781
5	Home for Friendless	do	.....	1857	Corporate	.....	Protestant	.....	.....
6	Saint Aloysius Orphan Asylum of Saint Boniface Church.	Quincy, Ill	1853	1865	.....	Rev. F. A. Ostrop	Roman Catholic	6	153
7	Orphans' Home	Indianapolis, Ind	1849	1850	Corporate	Hannah T. Hadley (*b*)	Unsectarian	7	c743
8	St. John's Orphan Asylum	Near Covington, Ky	.....	1871	Denominational	.....	Roman Catholic	4	38
9	Female Orphan Asylum of Portland	Portland, Me	1828	1827	Corporate	Miss Julia A. Sibley	Protestant	2	.....
10	Baltimore Orphan Asylum	Baltimore, Md	1801	.....	Corporate	.....	Protestant	5	.....
11	St. Anthony's Orphan Asylum	do	1860	1854	Corporate	Rev. Leopold Petsch	Roman Catholic	14	870
12	St. Paul's Church School for Boys	do	.....	1868	.....	Ralph D. Whittle	Episcopalian	2	50
13	St. Vincent's Male Orphan Asylum	do	1840	1840	Denominational	Brother James	Roman Catholic	2	860
14	Boston Asylum and Farm School	Boston, Mass	1814	1832	Corporate	William A. Morse	Unsectarian	9	1,300
15	Boston Female Asylum	do	1803	1800	.....	Mrs. A. E. Bartlett	Unitarian	10	.....
16	House of the Angel Guardian	do	1851	1850	.....	James G. Judge	Roman Catholic	8	5,000
17	Protectory of Mary Immaculate	Lawrence, Mass	.....	1868	Denominational	Sister M. A. Brennan	Roman Catholic	8	370
18	City Orphan Asylum of Salem	Salem, Mass	1871	1866	.....	Sister Mary	Unsectarian	9	201
19	D'Evereux Hall Orphan Asylum	Natchez, Miss	1858	1859	.....	Brother Symphorian	Roman Catholic	5	166
20	Girls' Industrial Home	Saint Louis, Mo	1855	1854	Corporate	Mrs. J. S. Thomson (*d*)	Protestant	4	3,650
21	St. Bridget's Half-Orphan Asylum	do	.....	1861	Denominational	Sister M. Stanislaus	Roman Catholic	9	297
22	St. Joseph's Male Orphan Asylum	Saint Louis, Mo	1841	1841	Corporate	Sister M. Basil	Roman Catholic	19	.....
23	St. Louis Protestant Orphan Asylum	do	1841	1834	do	Mrs. H. M. Weed	Protestant	7	e150
24	St. Mary's Female Orphan Asylum	do	1841	1843	do	Sister Aloysia	Roman Catholic	11	2,064
25	The Children's Friends' Society of Jersey City	Jersey City, N. J	1864	1864	do	Mary Lockwood	Unsectarian	5	128
26	Newark Orphan Asylum Association	Newark, N. J	1847	1847	do	Mrs. S. M. Van Vleck	Protestant	2	425
27	The Protestant Foster Home Society of the City of Newark.	do	1849	1848	do	Mrs. F. Stilson	Union	6	.....
28	St. Mary's Orphan Asylum	South Orange, N. J	1853	1859	do	Rev. G. H. Doane	Roman Catholic	9	820
29	St. Vincent's Male Orphan Asylum	Albany, N. Y	1849	1854	Denominational	Brother Amphian	do	4	1,928
30	St. Thomas Orphan Asylum	Batavia, N. Y	1868	1862	do	Mary Stanislaus McGaw	do	4	67
31	The Orphan Asylum Society of City of Brooklyn	Brooklyn, N. Y	1835	1832	Corporate	Mrs. John B. Hutchinson, first directress.	.....	.....	2,200
32	Evangelical Lutheran St. John's Orphan Home	Buffalo, N. Y	1865	1864	Denominational	Rev. Christian Volz	Lutheran	5	80
33	St. Vincent's Female Orphan Asylum	do	1849	1848	.....	Sister Robertine	Roman Catholic	9	1,029
34	The Buffalo German Orphan Asylum of Saint Mary's German Church.	do	1856	1852	Denominational	Rev. E. F. C. Schauer	do	3	340

(*a*) Not including servants. (*b*) President board of managers. (*c*) For last six years. (*d*) First directress. (*e*) Average yearly number.

TABLE XXI.—*Statistics of orphan asylums for* 1872—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Character of foundation.	Superintendent.	Denomination.	Number of assistants.	Total number of inmates since foundation.
35	St. Mary's Orphan Asylum	Dunkirk, N. Y	1858	1858	Corporate	Sister M. A. Donovan	Roman Catholic	4	134
36	Wartburgh Orphans' Farm School	Mount Vernon, N. Y	1869	1866	Denominational	Rev. G. C. Halls	Lutheran	3	65
37	St. Patrick's Orphan Asylum	Newburgh, N. Y	1869	1870		Rev. Ed. S. Briady	Roman Catholic	6	30
38	Five Points Mission	New York, N. Y	1856	1850	State, county, and city	J. N. Shaffer	Meth'st Episcopal	10	
39	House of Industry and Home for the Friendless	do	1849	1834	Corporate	Mrs. S. C. Wilcox	Evangelical	12	17,990
40	Leake and Watts Orphan House	do	1831	1843	do	William H. Guest	Protestant	27	1,236
41	New York Juvenile Asylum	do	1851	1851	City	Elisha M. Carpenter	Unsectarian	56	15,908
42	Orphans' Home and Asylum of the Protestant Episcopal Church.	do	1859	1851	Corporate	Jane Inglee	Prot'nt Episcopal	10	706
43	St. Vincent de Paul Asylum	do	1868	1853	do		Roman Catholic	13	554
44	Shepherd's Fold of Protestant Episcopal Church	do	1868	1867	Corporate, State, and city.	Miss Travers	Prot'nt Episcopal	5	150
45	The Sheltering Arms	do	1864	1864	State	Sarah S. Richmond	do	16	508
46	The Protestant Half-Orphan Asylum	do	1837	1835	Corporate	Mrs. R. P. Hudson	Protestant	16	3,305
47	The Union Home and School	do	1862	1861	do	Mrs. E. B. Hull	Unsectarian	22	3,301
48	St. Patrick's Male Orphan Asylum	do	1852	1830	Denominational	Mother Boromeo	Roman Catholic	36	2,695
49	St. Patrick's Female Orphan Asylum	do	1852	1830	do	Sister Mary Francis	do	9	2,350
50	St. Patrick's New Female Orphan Asylum	do	1852	1830	do	Sister Clotilde	do	26	548
51	Children's Home	Rochester, N. Y	1853	1854	State and city	John W. Adams	do	6	71
52	Rochester Orphan Asylum	do	1838	1837		Mrs. Lucia Clements	Evangelical	10	1,895
53	St. Mary's Boys' Orphan Asylum	do	1864	1864	Corporate	Sister Mary Stanislaus	Roman Catholic	15	660
54	St. Patrick's Female Orphan Asylum and Home of Industry.	do	1845	1841	do	Mother Hieronyms	do	15	770
55	Onondaga County Orphan Asylum	Syracuse, N. Y	1845	1841	County and corporate	Helen M. Woods	Unsectarian	15	1,897
56	St. Vincent de Paul's Asylum and School	do	1860			Sister Tatiana White, Pres.	Roman Catholic	10	395
57	Troy Orphan Asylum	Troy, N. Y	1835	1833	County and corporate	Eliza Doolittle	Protestant	4	900
58	St. Vincent's Male Orphan Asylum	Utica, N. Y	1862	1862	do	Brother Clementian	Roman Catholic	2	500
59	St. Joseph and St. Peter's Asylum	Cumminsville, Ohio	1834	1833	Denominational	Sister M. S. Gilmeyer	do	21	3,772
60	Citizen's Hospital and Orphan Asylum	Near Tiffin, Ohio	1869	1868	Corporate	Rev. I. L. Bihn	do	2	54
61	St. Joseph Orphan Asylum	Allegheny County, Pa	1853	1853	State	Sister Marie Zitta	do	5	400
62	Northern Home for Friendless Children and Soldiers, and Sailors' Orphan Institute.	Philadelphia, Pa	1854	1853	Corporate	Mrs. E. W. Hutter, Pres	Unsectarian	45	3,800
63	St. Joseph's Female Orphan Asylum	do	1807	1806		Sister Mary Gonzaga	Roman Catholic	7	1,500
64	St. Vincent's Orphan Asylum	do	1858	1857		Rev. Lowekamp	do		534
65	Children's Friend Society	Providence, R. I	1836	1835	Corporate	Mrs. Cordelia Toner	Protestant	5	942
66	St. Aloysius Orphan Asylum	do	1861	1861	do	Sister Mary Climacus	Roman Catholic	15	2,000
67	Shelter Home	do	1839	1839		Miss Abbie Guild	Unsectarian	3	364
68	Charleston Orphan House	Charleston, S. C	1790	1790	City	Miss Agnes K. Irving	do	27	
69	Providence Orphan Asylum	Burlington, Vt	1866	1854	Denominational	Sister Mary Josephine	Roman Catholic	13	675

70	St. Mary's Orphan Asylum	Norfolk, Va	1852	1832	do	Sister M. A. Thomas	do	5	.....
71	Wheeling Hospital and Orphan Asylum	Wheeling, W. Va	1854	1853	Corporate	Sister Mary Stanislaus	do	12	410
72	St. Æmelianus Orphan Asylum	Lake, Wis	1850	1848	Denominational	Sister M. Crescentia	do	10	e50
73	Milwaukee Protestant Orphan Asylum	Milwaukee, Wis	1852	1850	Corporate	Miss Maria P. Mason	Unsectarian	5	623
74	National Home for Destitute Women and Children.	Washington, D. C	1863	1863	National	Miss Eliza Heacock	Union	3	541
75	National Soldiers and Sailors' Orphan Home	do	1866	1866	Corporate	Mrs. Scarborough	Protestant	5	200
76	St. Joseph's Male Orphan Asylum	do	1855	1856	do	Sister Mary Irene	Roman Catholic	7	366
77	St. Vincent's Female Orphan Asylum	do	1828	1828	do	Sister M. Blanche	do	7	.....

e Average yearly number,

TABLE XXI.—*Statistics of orphan asylums for* 1872—Continued.

Number.	Conditions of admissions.		How supported.	Income.	Expenditure.	Present inmates.																
						Sex.		Race.		Nativ'y.		Parentage.			Instruction: No. taught					Orphan'ge.		
	Age.	Other conditions.				Male.	Female.	White.	Colored.	Native.	Foreign.	Native.	Foreign.	Unknown.	Reading.	Writing.	Arithmetic.	Drawing.	Special trades.	Orphans.	Half-orphans.	Foundlings.
1	Under 14		Appropriation and contributions.	$53,927 41	$60,174 61	18	322	340	...	...	...	...	...	...	288	228	228	150	18	122	145	6
2	3–10	Poverty	Contribution and town fund.	12,418 61	11,702 72	76	44	118	2	...	...	64	56	...	107	91	104	90	...	12	108	..
3	9 mos–12 yrs.		Contributions																		106	..
4	Under 16	Poverty	do	4,000 00	10,000 00	50	33	78	5	74	9	12	71	...	56	17	12	...	...	16	67	..
5																						
6	No limitation for poor.	Under 2 years, pay $100; over, $75 per annum.	Contributions	4,626 28	4,626 28	14	17	31	...	...	...	...	...	...	...	...	...	...	...	20	10	1
7	Under 14		Charity	3,000 00	3,000 00	30	10	40	...	40	...	36	4	...	20	10	40	...	...	20	15	5
8	3		Contributions			...	22	22	...	22	...	8	14	...	22	22	22	5	...	18	4	..
9			Permanent fund and donations.	2,300 00	2,200 00	...	20	20	...	20	...	14	6	...	15	10	10	...	...	...	...	..
10	Under 9	Destitute	Contributions			43	49													50	42	..
11	2–12		do	6,563 48	6,380 09	103	94	197	...	173	24	8	91	...	147	110	100	24	...	70	127	..
12	8–15	Conformity to church discipline.	do	4,500 00	4,500 00	27	...	27	...	27	...	27	...	...	27	27	27	27	...	4	14	..
13	7–12		Endowments, appropriations, and subscriptions.	6,000 00	6,000 00	78	...	78	...	69	11	...	...	...	78	56	50	...	...	41	37	..
14	8–12	Good character and good health.	Endowment and contribution.	12,000 00	12,000 00	96	...	95	1	86	10	86	10	...	96	96	96	96	...	24	54	..
15	3–10		Endowment			...	78	78	...	...	...	...	...	...	62	50	50	...	...	...	...	..
16	8–16		Charity	28,238 51	32,419 28	175	...	174	1	100	75	75	100	...	...	...	...	...	...	162	...	..
17			Contributions	8,000 00	7,600 00	34	57	91	...	61	30	...	91	...	54	24	24	...	...	...	21	43	..
18	1½ years	Poverty	Charity		8,500 00	18	37	55	...	43	12	1	54	...	45	24	45	...	18	10	33	2
19		do	Contributions	5,000 00	5,000 00	56	...	56	...	55	1	50	6	...	55	45	45	2	12	40	12	4
20	3–12		do		5,500 00	...	80	80	...	76	4	60	20	...	...	...	...	...	...	64	16	..
21	5–12		do			...	115	115	...	...	...	...	...	...	...	...	...	...	...	...	...	..
22	4		Contributions	770 00	11,000 00	279	...	279	...	186	93	...	...	...	250	250	250	...	7	200	79	..
23	(*f*)	Poverty	Endowment and contributions.			44	43	87	...	81	6	...	58	...	80	74	74	...	...	15	72	..
24	5–12		Contributions	9,000 00	9,000 00	1	185	186	...	179	6	20	166	...	166	166	166	...	13	112	58	..
25	4–10	Poverty	Contributions	10,649 10	8,738 21	27	16	27	...	43	...	31	12	...	41	20	30	...	2	10	33	..
26	2–10	Good health	do	6,000 00	6,000 00	29	23	52	...	40	12	40	12	...	35	35	35	...	...	22	30	..
27	4–9	do	Endowment and contributions.	5,357 22	5,357 22	29	24	53	...	27	...	...	18	2	53	28	28	...	...	3	39	..
28	3–12		Contributions	13,000 00	14,000 00	140	73	213	...	195	8	...	...	...	190	100	100	...	...	...	...	..

29	7-14		Church and county	12,870 00	12,616 72	108	....	108	...	24	84	24	84	...	87	79	79	....	...	22	86	..
30	2		Donations	1,340 07	3,049 96	4	11	15	...	13	2	3	12	...	13	10	13	5	7	4	11	..
31	3-12		Contributions and appropriations.	54,231 96	126,086 54	135	80	215	...	.....	.....	.....	.....	...	195	143	143	.....	...	29	186	..
32	3-12		Appropriations and contributions.	14,102 42	12,595 88	34	29	63	...	56	7	5	58	...	59	59	59	30	12	47	16	..
33	4-13		Contributions	.....	.....	....	112	112	...	95	7	5	80	...	103	75	75	....	8	24	78	..
34	Under 14		Charity	1,524 95	1,488 58	14	11	25	...	24	1	3	21	1	21	21	21	1	7	8	16	1
35	2		Appropriations and contributions.	3,833 62	3,332 56	....	22	22	...	19	3	....	20	2	19	19	19	16	...	6	16	..
36	6-10		Contributions	5,970 52	5,911 04	27	30	57	...	54	3	....	57	...	57	57	57	57	...	44	13	..
37	4		....do	.....	17,562 32	1	7	8	...	8	.....	.....	.....	1	.....	.....	.....	.....	.....	8	.....	..
38	No limit	Poverty	Contributions and appropriations.	19,928 46	17,841 60	476	564	1,040	...	.....	.....	.....	.....	...	1,040	696	696	.....	.....	.....	.....	2
39	.....	.....	Donations and appropriations	49,464 64	57,464 64	37	68	105	...	84	21	35	70	...	60	25	32	.....	...	15	40	1
40	3-12	Full orphans	Endowment	.....	.....	80	50	130	...	110	20	55	75	...	117	54	88	.....	...	130	.....	..
41	7-14	.....	City funds and contributions	81,039 24	86,945 29	445	85	507	23	457	73	398	132	...	530	530	530	....	100	23	259	3
42	3-8	.....	Contributions	14,878 50	14,772 56	67	70	137	...	118	19	29	107	1	114	84	93	.....	...	29	108	..
43	4	Orphanage and good health	....do	*g*153,512 00	*g*152,456 00	54	99	152	1	101	52	1	152	...	137	111	137	....	32	26	127	..
44	2-14	.....	....do	15,000 00	12,000 00	44	12	56	...	50	6	14	40	2	31	23	16	.....	...	14	21	..
45	.....	.....	....do	20,000 00	20,000 00	70	63	133	...	121	12	40	90	3	116	91	91	.....	...	4	90	..
46	4-10	Half orphans and residents of the city.	Contributions and appropriations.	22,000 00	22,000 00	119	77	196	...	.....	.....	35	157	...	184	150	120	.....	...	15	181	..
47	.....	Father must have been a soldier or sailor.	Appropriations and contributions.	39,093 67	39,093 67	151	82	233	...	233	....	69	81	83	185	185	185	....	58	45	140	1
48	4-6	.....	Donations and contributions.	(*i*)	(*i*)	513	....	.....	...	461	....	176	204	93	490	380	400	.....	...	217	296	..
49	4-9	.....	....do	(*i*)	(*i*)	....	320	.....	...	308	12	304	.....	...	200	190	194	.....	...	120	200	..
50	4-9	.....	....do	(*i*)	(*i*)	....	469	469	...	430	39	50	408	11	360	360	400	.....	...	170	273	..
51	5-17	.....	Taxation	.....	6,000 00	70	11	75	6	66	15	16	65	...	65	65	65	25	...	12	20	..
52	10	Resident of city and county	Contributions	6,732 96	6,684 08	46	24	64	6	.....	.....	.....	.....	...	61	50	61	.....	...	14	43	13
53	2-12	.....	....do	.....	.....	160	....	157	3	150	10	10	80	70	130	60	130	.....	...	70	90	..
54	1½-15	.....	Contributions and State	.....	.....	....	130	130	...	116	14	3	125	2	125	40	30	.....	22	6	51	3
55	2-12	.....	Endowment and appropriation.	7,300 00	7,000 00	79	32	110	1	48	60	36	52	3	107	79	93	79	3	14	63	..
56	2	.....	Contributions	14,084 69	15,395 73	....	120	.....	...	94	26	.....	.....	...	103	65	65	.....	18	.....	.....	..
57	3-10	.....	Appropriation and contributions.	13,958 04	10,325 89	40	32	72	...	70	2	51	21	...	72	11	72	.....	...	13	48	..
58	4-14	.....	Contributions	14,295 81	16,239 61	60	....	60	...	57	3	19	41	...	60	40	40	....	15	24	36	..
59	3-12	.....	....do	15,000 90	14,186 88	149	126	275	...	263	12	.....	.....	...	250	225	210	.....	...	67	178	..
60	.....	.....	Contributions and endowment.	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	...	.....	.....	.....	.....	...	30	.....	1
61	Under 14	.....	Contributions	6,000 00	6,000 00	46	34	80	...	75	5	22	58	...	60	40	40	40	6	39	41	..
62	6-16	Friendless	Contributions and appropriation.	42,000 00	41,382 00	220	130	350	...	330	20	170	160	20	350	350	350	40	60	.....	.....	..
63	4-17	.....	Contributions	.....	.....	....	130	130	...	130	.....	.....	.....	...	100	65	65	.....	...	130	.....	..
64	(*h*)	.....	....do	11,000 00	11,000 00	64	45	109	...	98	11	.....	.....	...	88	88	88	.....	...	49	59	1
65	2	.....	Contributions and endowment.	12,257 94	11,924 47	49	42	91	...	83	8	73	18	...	72	72	72	.....	...	11	56	..
66	3	.....	Contributions	14,000 00	14,000 00	93	65	158	...	135	23	3	155	...	135	86	112	.....	...	58	100	..

(*f*) Males under 11 years; females under 18. (*g*) Since January, 1868. (*h*) Boys under 12 years; girls under 16.
(*i*) Income and expenditure for the three institutions about $100,000.

TABLE XXI.—*Statistics of orphan asylums for* 1872—Continued.

Number.	Conditions of admission.		How supported.	Income.	Expenditure.	Present inmates.																	
						Sex.		Race.		Nativ'y.		Parentage.			Instruction: No. taught					Orphan'ge.			
	Age.	Other conditions.				Male.	Female.	White.	Colored.	Native.	Foreign.	Native.	Foreign.	Unknown.	Reading.	Writing.	Arithmetic.	Drawing.	Special trades.	Orphans.	Half-orphans.	Foundlings.	
67	3		Contributions	$3,248 18	$3,320 40	11	18	.....	29	29	....	....	....	....	28	5	20	....	....	6	19	..	
68	3–12	Poverty	Endowment and city	6,000 00	28,000 00	146	100	246	...	246	....	123	123	...	237	237	228	....	....	58	188	..	
69	2–12		Contributions	3,934 77	3,618 41	30	42	70	2	69	3	42	30	...	72	26	50	....	7	8	52	5	
70	2		do	5,000 00	5,000 00	....	40	40	...	38	2	....	18	...	34	22	22	....	..	35	5	..	
71	2–10		do	5,000 00	5,500 00	16	52	67	1	35	33	13	53	2	32	20	20	....	6	20	17	3	
72	Under 14		Contributions and appropriations.	5,000 00	5,000 00	62	....	62	...	59	3	....	....	....	42	42	42	....	....	26	36	..	
73	2–16		Contributions and appropriations.	.....	4,482 48	26	23	47	2	45	4	12	37	...	46	46	25	....	20	5	43	1	
74	10 mos. to 12		Appropriations and contributions.	5,272 00	8,527 00	55	44	.....	99	99	....	....	....	....	33	22	25	....	....	37	48	1	
75	.....	Destitute orphans of soldiers or sailors who died in the late war.	Congressional appropriation.	15,000 00	15,000 00	41	37	78	...	78	....	78	....	...	78	78	78	....	....	40	38	..	
76	5–12			.....	.....	80	....	80	...	79	1	....	....	....	50	50	50	....	....	36	43	1	
77	5	Free from contagious diseases.	Charity	6,000 00	12,000 00	1	154	155	...	120	34	60	80	14	109	90	140	....	....	86	54	..	

NOTE.—By act of the legislature of Pennsylvania, the State superintendent of public instruction assumed control of the schools for soldiers' orphans, June 31, 1871.
The number of this class of orphans admitted into schools and homes since that date was 6,429.
The total cost of the system to May 31, 1872—$3,467,543.81.
Number of orphans in school for 1872—4,235.
Number remaining in schools and homes, May 31, 1872—3,527.
Cost of the system for the year ending May 31, 1872—$475,245.47.

[From report of Hon. J. C. Wickersham, superintendent of soldiers' orphans.]

TABLE XXII.—*Showing improvements in school furniture, apparatus, ventilation, &c., patented in the United States for the year ended June 30, 1872.*

Names of patentees.	Residence.	No.	Titles of patents.
Geo. F. Perkins	San Francisco, Cal	121810	Improvement in pendent reading-desks.
Wiley Watson	Visalia, Cal	121070	Improvement in school desks and seats.
Jas. S. Smith	Middletown, Conn	119891	Improvement in office time-indicators.
Wm. A. Slaymaker	Atlanta, Ga	123796	Improvement in school-desks.
Do	do	123797	Improvement in school-desks.
Francis R. Goulding	Roswell, Ga	117273	Improvement in pencil-cases.
Joseph Troll	Bellville, Ill	117579	Improvement in tellurians.
Jno. C. Jensen	Chicago, Ill	125682	Improvement in paper-fasteners.
Wesley C. Carter and Jas. P. Emery.	Galva, Ill	119316	Improvement in desks for school-teachers, &c.
Alpheus B. Manard	Rockford, Ill	121291	Improvement in copy-holders.
Thos. A. Galt and Geo. S. Tracy.	Sterling, Ill	118773	Improvement in joints for school-desks.
John L. Riter	Brownsville, Ind	125411	Improvement in school-desk brackets.
Do	do	119882	Improvement in frames for school desks and seats.
Wesley H. Davis	Hartsville, Ind	126448	Improvement in pencil-cases.
James Russel	Plymouth, Ind	117467	Improvement in school-desks.
James Smith	Richmond, Ind	118161	Improvement in school-desks.
Jas. F. Bigger and Wm. A. Pugh.	Rushville, Ind	122511	Improvement in blackboard-rubbers.
Nathan V. Evans	Winslow, Ind	122763	Improvement in composition for covering blackboards, &c.
John J. Orr	Carrollton, Ky	123578	Improvement in post-office letter-stamping apparatus.
Wm. Knight	Covington, Ky	119368	Improvement in slate-frames.
Jas. R. Cole	Paducah, Ky	125024	Improvement in writing-apparatus for the blind.
Benj. F. Smith	New Orleans, La	117572	Improvement in refrigerating and ventilating apparatus.
Lyman Pettigrew	Gardiner, Me	123045	Improvement in writing-tablets.
Edw. M. Greenway, jr.	Baltimore, Md	123301	Improvement in ventilators.
Lewis Kelley	Boston, Mass	124687	Improvement in ventilators.
Reuben White	do	120138	Improvement in ventilators.
Thos. J. Mayall	do	125973	Improvement in inkstands.
Hugh M. Sweeney	do	125500	Improvement in book-stands.
Franklin L. Bailey	do	124655	Improvement in hand-stamps.
John W. Carter	do	124544	Improvement in the manufacture of writing-ink.
John M. Batchelder	Cambridge, Mass	127949	Improvement in rulers.
Josiah S. Elliott, John F. Wood	Chelsea, Mass., Everett, Mass.	128218	Improvement in inkstands made from composition-stone.
Edson P. Clark	Holyoke, Mass	4899	Improvement in composition for indelible pencils.
John W. Dodge	Malden, Mass	122817	Improvement in stamping-presses.
Charles W. Russell	Milford, Mass	126094	Improvement in compound implements.
Wm. N. Bartholomew	Newton, Mass	125519	Improvement in slate-frames.
William McAdams	do	119381	Improvement in calendars.
Wm. N. Bartholomew	Newton Centre, Mass	121982	Improvement in rubber erasers.
Elisha Morgan	Springfield, Mass	128163	Improvement in inkstands.
Benj. B. Hill	do	121286	Improvement in hand-stamps.
Josiah B. Anderson	Wakefield, Mass	122694	Improvement in envelopes and letter-sheets combined.
Alonzo Whitcomb	Worcester, Mass	116781	Improvement in copying-presses.
A. P. M. Jeffers	Allegan, Mich	120072	Improvement in panoramic school-apparatus.
Alrick M. Bodwell	Ann Arbor, Mich	118187	Improvement in school desks and seats.
Amos W. Price	Detroit, Mich	126123	Improvement in arithmetical sum-letters.
Jas. S. Rankin	Minneapolis, Minn	122909	Improvement in inkstands.
Do	do	121470	Improvement in school desks and seats.
Do	do	121471	Improvement in devices for supporting and connecting school-desks.
Wendell P. Hood	Winona, Minn	121287	Improvement in school desks and seats.
Daniel Shryock	Hannibal, Mo	119054	Improvement in chart-holders.
George G. Thomas	Saint Louis, Mo	116887	Improvement in chimney-cowls.
Ambrose Marriott	do	121639	Improvement in ventilators.
Jacob McClure	Nashua, N. H	116732	Improvement in combined knife and pencil sharpeners.
Edw. Weissenborn	Hudson City, N. J	125359	Improvement in holders and adjusters for lead-pencils, &c.
Do	do	125360	Improvement in machines for coloring and polishing lead-pencils, &c.
Do	do	125361	Improvement in machines for forming lead and other pencils.
Do	do	125362	Improvement in machines for varnishing or coloring lead-pencils, &c.
Samuel E. Harrison	Jersey City, N. J	126053	Improvement in paper-files.
Isidor Popper	Phillipsburgh, N. J	125077	Improvement in compounds for writing-fluid.
Frank G. Johnson	Brooklyn, N. Y	123149	Improvement in blackboard erasers.
Do	do	125960	Improvement in map and chart racks.
August Schlag	do	119794	Improvement in school-desks.
Daniel M. Somers	do	126339	Improvement in pen-holders.

TABLE XXII.—*Showing improvements in school furniture, &c.*—Continued.

Names of patentees.	Residence.	No.	Titles of patents.
Wm. F. Baade	Buffalo, N. Y	118180	Improvement in reading and drawing cases.
Chamberlayne Phelps	Clayton, N. Y	126901	Improvement in book-holders.
Henry L. De Zeng	Geneva, N. Y	123462	Improvement in pencil-sharpeners.
Jay Densmore	Holley, N. Y	124423	Improvement in book-supports.
John Charles Sparr	Irondequoit, N. Y	123205	Improvement in inkstands.
Bloomfield Brower	New York, N. Y	126260	Improvement in rulers.
Edm'nd D. Chamberlain	do	125788	Improvement in hand-stamps.
Max Claver	do	118909	Improvement in spring-locks for ventilating-sashes.
John Cockburn	do	122708	Improvement in pen and pencil cases.
Wm. J. Dewey	do	125443	Improvement in pen-holders.
Wm. K. Evans	do	126792	Improvement in detachable erasers for pencils.
Alexander H. Fatzinger	do	124429	Improvement in mucilage-holders.
Addison C. Fletcher	do	127330	Improvement in letter-sheet blanks.
George Harvey	do	122461	Improvement in portfolios.
George F. Hawkes	do	125291	Improvement in fountain pens.
Wm. S. Hicks	do	120520	Improvement in pen and pencil cases.
Do	do	122169	Improvement in pen and pencil cases.
John H. Knapp	do	123486	Improvement in pencil-cases.
Do	do	123485	Improvement in pencil-cases.
Julius Kircher	do	119154	Improvement in inks for printing.
Arthur Le Clercq	do	122265	Improvement in copying-presses.
Azel S. Lyman	do	4683	Improvement in methods of cooling and ventilating rooms.
George S. McKenzie	do	122954	Improvement in tellurians.
Joseph Monaghan	do	122047	Improvement in pen and pencil cases.
Charles M. O'Hara	do	123288	Improvement in paper-files.
John Peard	do	124152	Improvement in inkstands.
John G. Roth	do	119885	Improvement in chimney-cowls.
Walter Shriver	do	123584	Improvement in copying-presses.
Jas. W. Tallmadge	do	122867	Improvement in ink-erasers.
Jerome L. Tarbox	do	126501	Improvement in marking-pots.
Arthur Von Briesen	do	121026	Improvement in writing-apparatus for the blind.
John Long and Eugene Convers.	Oswego, N. Y	117090	Improvement in school-desks.
Teile H. Müller	Yonkers, N. Y	124374	Improvement in rubber erasers.
Do	do	126224	Improvement in attaching rubber erasers to lead-pencils.
Do	do	126980	Improvement in lead-pencils.
Do	do	127633	Improvement in lead-pencils.
Do	do	122904	Improvement in vulcanized rubber pencil-mark erasers.
David E. Morgan	Cincinnati, Ohio	122957	Improvement in book-supports.
Theodore H. Lee	do	125580	Improvement in suspension-clips.
Reinhold Lanstrom	do	117084	Improvement in composition steatite-pencils.
Seth C. Catlin	Cleveland, Ohio	121233	Improvement in sponge-cups.
William M. Brooke	Eaton, Ohio	122221	Improvement in school-desks.
Junius F. Whiting and Elam Fisher.	do	118765	Improvement in school desks and seats.
George C. Smith	Hamilton, Ohio	128256	Improvement in slate-frames.
Ferdinand Soehner	do	125763	Improvement in implements for ruling slates.
Levi M. Knisely	New Philadelphia, O.	123263	Improvement in fountain pens.
John A. Shannon	Perrysburgh, Ohio	121671	Improvement in paper-files.
Marcellus F. Cowdery	Sandusky, Ohio	123456	Improvement in blackboards.
Do	do	123457	Improvement in blackboards.
A. Ogden Huffman	Springfield, Ohio	117633	Improvement in school-desks.
Alex. W. Brinkerhoff	Upper Sandusky, O	126514	Improvement in inkstands.
Thomas Gregg	Danville, Pa	119515	Improvement in joints for school-desks, &c.
Henry M. Clay	Easton, Pa	120039	Improvement in slate-frames.
Jerome W. Wetmore	Erie, Pa	126659	Improvement in desk paper-cutters.
Samuel M. Davis and Charles P. Elliott.	Norristown, Pa	121996	Improvement in pencil-sharpeners.
Thomas M. Davis	Philadelphia, Pa	123460	Improvement in fountain-pens.
Freeman D'Ossone	do	119332	Improvement in slates.
Charles McIlvaine	do	117314	Improvement in copying-inks for ruling and printing.
Do	do	117313	Improvement in printers' ink.
Herman A. Oesterle	do	121191	Improvement in portable book-holders.
Isaac Newton Pierce	do	121543	Improvement in school-desks.
Henry J. Asthalter	Pittsburgh, Pa	120227	Improvement in paper-files.
Edw. A. Franklin	Brenham, Tex	127472	Improvement in paper-clips.
Lawson P. Keech	Washington, D. C	124961	Improvement in paper-files.
Thos. J. W. Robertson	do	4675	Improvement in hand-stamps.
Charles W. Seaton	do	127435	Improvement in tabulating devices.
Eldridge J. Smith and Benj. H. Cheever.	do	4864	Improvement in paper-files.
Edward H. Thompson	do	118757	Improvement in paper-files.
William C. Tilden	do	126348	Improvement in inkstands.
Lewis Cohn	Montreal, Canada	121993	Improvement in paper-files.
John Fenson	Toronto, Canada	116824	Improvement in copying-presses.

TABLE XXIII.—*Publications, educational, historical, &c., for 1871–'72; from replies to inquiries by the United States Bureau of Education and from publishers' announcements.*

Name of publisher.	Place of publication.	Name of book.	Size of book.	Number of pages.	Retail price per copy.	Number of copies published during 1872.
A. S. Bancroft & Co	San Francisco, Cal	Bancroft's Maps of California, Nevada, Utah, and Arizona			$1 50	
Do	do	Bancroft's Maps of Oregon, Washington, Idaho, Montana, and British Columbia.			1 50	
Do	do	Bancroft's New Map of Central California			75	
C. C. Chatfield & Co	New Haven, Conn	The Science of Æsthetics, by Prof. N. H. Day	12mo	434	2 25	
Do	do	The Earth a Great Magnet, by Prof. A. M. Mayer, Ph. D	Crown 8vo	76	25	
Adams, Blackmer & Lyon	Chicago, Ill	Griffith's Elocution	Small 4to	240	1 50	
A. H. Andrews & Co	do	First Lessons in Language and Drawing	16mo	120	25	
S. G. Griggs & Co	do	Boise & Freeman's Selections from Greek Authors	12mo	393	2 50	1,000
Do	do	Jones's Exercises in Greek Prose Composition	12mo	112	1 25	1,000
Do	do	Thompson's First Latin Book	12mo	223	1 50	1,000
Do	do	Peterson's Norwegian-Danish Grammar and Reader	12mo	202	1 25	1,500
Do	do	Getting On in the World, by William Matthews, LL. D	12mo		2 25	
E. L. & W. L. Gross	Springfield, Ill	Township Organization Law	Royal 8vo	140	1 25	
John O. Morton & Co	Louisville, Ky	Home and School, a Monthly Journal of Popular Education, Science, and Literature.			15	
Do	do	Butler's First Book in Spelling and Reading			20	
Do	do	Butler's American Spelling-Book			20	
Do	do	Webster's Speller and Definer			25	
Do	do	Butler's New First School Reader			20	
Do	do	Butler's New Second School Reader			40	
Do	do	Butler's New Third School Reader			55	
Do	do	Butler's Goodrich First Reader			20	
Do	do	Butler's Goodrich Second Reader			40	
Do	do	Butler's Goodrich Third Reader			55	
Do	do	Butler's Goodrich Fourth Reader			85	
Do	do	Butler's Goodrich Fifth Reader			1 40	
Do	do	Butler's Goodrich Sixth Reader			1 85	
Do	do	Butler's Introductory Grammar			20	
Do	do	Butler's Practical Grammar			85	
Do	do	Bonnell's First Lessons in English Composition			80	
Do	do	Bonnell's Manual of Prose			1 50	
Do	do	Towne's Primary Arithmetic			35	
Do	do	Towne's Mental Arithmetic			40	
Do	do	Towne's Intermediate Arithmetic			55	
Do	do	Towne's Practical Arithmetic			1 00	
Do	do	Towne's Key to Practical Arithmetic			1 00	
Do	do	Towne's Algebra			1 25	
Do	do	Towne's Key to Algebra			1 25	
Do	do	Butler's Common School Speaker			1 00	
Do	do	Kavanaugh's Original Dramas, &c			90	
Do	do	Brown's Elocution			2 00	

TABLE XXIII.—*Publications, educational, historical, &c., for* 1871–'72—Continued.

Name of publisher.	Place of publication.	Name of book.	Size of book.	Number of pages.	Retail price per copy.	Number of copies published during 1872.
John O. Morton & Co	Louisville, Ky	Whatcley's Rhetoric			$1 00	
Do	do	Whatcley's Logic			1 00	
Do	do	The First Principles of Geology, by William J. Barbee, A. M., M. D			1 75	
Do	do	Nelson's Book-keeping			1 50	
Do	do	The Annual Register			4 50	
Do	do	The Principal's Register			1 50	
Do	do	The Assistant's Record and Journal			1 20	
Do	do	The Teacher's Class-Book, adapted to primary departments			1 50	
Do	do	The Teacher's Class-Book, adapted to grammar and high schools			2 50	
Do	do	Transfer or Discharge Book			80	
Do	do	Attendance of Teachers			1 50	
Do	do	The Teacher's Daily Register			75	
John Murphy & Co	Baltimore, Md	Kerney's First Class-Book of History	18mo	396	60	3,000
Do	do	Kerney's Compendium of History	12mo	432	1 25	4,000
Do	do	Kerney's Columbian Arithmetic	12mo	249	50	500
Do	do	Kerney's Murray's Grammar	18mo	144	25	1,500
Do	do	North American Spelling-Book	12mo	124	20	1,000
Do	do	Fredet's Ancient History	12mo	540	1 50	1,000
Do	do	Fredet's Modern History	12mo	604	1 50	3,000
Do	do	Lingard's History of England	12mo	694	1 50	250
Do	do	Onderdonk's History of Maryland	18mo	360	75	2,000
Do	do	Kerney's Catechism of Scientific History	18mo	344	75	1,000
Do	do	Weltenhall's Greek Grammar	12mo	114	75	250
Turnbull Brothers	do	History of Annapolis and of the United States Naval Academy, by O. M. Taylor.	12mo		1 00	
W. F. Draper	Andover, Mass	A Guide to the Writing of Hebrew, by Prof. W. H. Vibbert, M. A	8vo	67	1 00	
Nathaniel S. Dearborn	Boston, Mass	American Text-Book of Letters, by N. S. Dearborn	8vo	28	2 00	800
Do	do	Book of Scrolls, Monograms, Crests, &c., by N. S. Dearborn	8vo	20	2 50	800
Patrick Donahue	do	Public School Education, by Rev. Michael Muller, C. S. S. R	12mo	416	1 50	
Ester & Lauriat	do	Spectrum Analysis Explained, by Schellen, Roscoe, and others	Crown 8vo	180	1 50	
Do	do	Half-Hour Recreations in Popular Science, Part V, by J. D. Dana, Schellen, and others.	Crown 8vo	48	25	
Quinn Brothers	do	Hudson's Family Shakspeare. 2 vols			Each 2 50	
Do	do	Hudson's Life, Art, and Characters of Shakspeare. 2 vols			Each 2 50	
Do	do	Allen & Greenough's Latin Grammar	12mo	256	1 56	
Do	do	Elements of Drawing, by J. S. Woodman	Crown 8vo		1 00	
Do	do	Our World, No. 2, Second Series of Lessons in Geography, by Mary L. Hall.	4to		1 88	
Do	do	Fourth Music Reader, by J. B. Sharland				
Lee & Shepard	do	Half-Hour Recreations in Popular Science, by Prof. R. Virchow	Crown 8vo		25	
Do	do	Pens and Types, by Benjamin Drew	16mo		1 50	
Do	do	Plain Talk about Insanity, by J. W. Fisher, M. D	8vo		1 50	

Do	do	Animal and Vegetable Parasites of the Human Skin and Hair, by B. J. Jeffries, A. M., M. D.	16mo		1 00		
Do	do	Small-Pox: the Predisposing Conditions and their Provention, by Dr. Carl Bott.	16mo		25		
Do	do	Creator and Creation, or the Knowledge of the Reason of God in His Works, by Prof. L. P. Hickok, D. D.. LL. D.	8vo		3 00		
Do	do	Strange Dwellings: a Description of the Habitation of Animals, by Rev. J. A. Ward, M. A.	12mo		3 00		
Do	do	Youatt on the Horse	Royal 8vo		4 00		
Do	do	Principles of Political Economy, by John Stuart Mill	12mo		2 50		
Do	do	Latin School Series, by Francis Gardner, A. M. Gay, and A. H. Buck	16mo		1 25		
Do	do	Goethe, Life and Works, by G. H. Calvert	16mo		1 50		
Do	do	The Young Folks' History of England, by Asa C. Knox	16mo		1 25		
Little, Brown & Co	do	Perry on Trusts and Trustees	8vo		7 50		
Do	do	The Rise of the Republic of the United States, by Richard Frothingham	8vo	640			
Do	do	Bigelow on the Law of Estoppel	8vo		7 50		
Do	do	Morse on Arbitration and Award	8vo		7 50		
Do	do	Langdell's Selection of Cases on the Law of Sales of Personal Property	8vo		7 50		
Do	do	Hilliard on Mortgages. 2 vols	8vo		15 00		
Do	do	Aristotle, by George Grote. 2 vols	8vo		11 00		
Do	do	Grote's History of Greece. 10 vols	8vo		40 00		
Noyes, Holmes & Co	do	Ecce Cœlum, by Rev. E. F. Burr, D. D	16mo	192	1 25		3,000
Do	do	American Drawing Series					
James R. Osgood & Co	do	The Odyssey of Homer, translated by William Cullen Bryant. Vol. 2.	Imp. 8vo		5 00		
Do	do	The Life of Henry Dunster, by Jeremiah Chaplin	16mo		1 50		
Do	do	The Æneid of Virgil, translated by C. P. Cranch	Royal 8vo		5 00		
Do	do	A Dictionary of American Biography, by F. S. Drake	8vo	1,019	6 00		
Do	do	Old Landmarks and Historic Personages of Boston, by S. A. Drake	12mo		3 00		
Do	do	Yesterdays with Authors, by James T. Fields	12mo		2 50		
Do	do	Woods and By-Ways of New England, by Wilson Flagg	8vo		5 00		
Do	do	Industrial Drawings for Beginners	16mo		1 00		
Do	do	Oriental Religions and their Relations to Universal Religion, by Samuel Johnson.	8vo		5 00		
Do	do	Mountaineering in the Sierra Nevadas, by Clarence King, United States Geologist.	Large 12mo		2 50		
Do	do	The Dickens Dictionary, by G. A. Pierce and William A. Wheeler	12mo		3 00		
Do	do	Art Education, Scholastic and Industrial, by Walter Smith	8vo		5 00		
Do	do	The Drawing-Book of Standard Reproductions and Original Designs, for Public Schools.					
Do	do	Drawing Classes and Schools of Art in America, by Walter Smith. 4 parts.	Folio		Each 5 00		
Do	do	The Child's Practical Geometry, by Walter Smith	16mo		50		
Do	do	Domesticated Trout, How to Breed and Grow Them, by Livingston Stone, A. M.	16mo		2 50		
Do	do	History of Spanish Literature, by George Ticknor. 3 vols	8vo		10 00		
Do	do	The History of Ancient Art, by J. J. Winckelmann. Translated by G. H. Lodge, A. M.	8vo		Each 5 00		
Do	do	A Russian Journey, by Edna Dean Proctor	Small 4to		3 00		
Do	do	Hints on Household Taste in Furniture, Upholstery, and other Details, by C. L. Eastlake.	Large 8vo		5 00		
Schoenhoff & Moeller	do	Ploetz's Easy French Method	12mo	200	1 25		2,000
Do	do	Alvergnat's Class-book of French Pronunciation	12mo	175	1 25		1,000

TABLE XXIII.—*Publications, educational, historical, &c., for* 1871–'72—Continued.

Name of publisher.	Place of publication.	Name of book.	Size of book.	Number of pages.	Retail price per copy.	Number of copies published during 1872.
Schoenhoff & Moeller	Boston, Mass	Tschokke, der Zerbrochene Krug	12mo	24	$0 25	1,000
Do	do	Tschokke, das Wirtshaus zu Cransac	12mo	43	30	1,000
Thompson, Bigelow & Brown	do	Elementary Geometry, by Bradbury	12mo	120	1 00	
Do	do	Elementary Trigonometry, by Bradbury	12mo	132	1 00	
Do	do	Elementary Geometry and Trigonometry, by Bradbury	12mo	250	1 50	
Do	do	Elements of German Grammar, by E. C. F. Krauss	12mo	140	1 10	
Do	do	First Book in German, by E. C. F. Krauss	12mo	160	1 10	
Do	do	Key to Bradbury's Geometry and Trigonometry, by W. F. Bradbury	12mo	80	1 00	
Universalist Publishing Co	do	Ancient History of Universalism, by H. Ballou, D. D	12mo	313	1 50	
A. Williams & Co	do	An Account of the Battle of Bunker Hill, by Davis Pulsifer, A. M	16mo	75	50	
Do	do	The Art of Lettering and Sign-Painter's Manual, by Lyfford & Boyce	9 by 15		3 50	
H. O. Houghton & Co	Cambridge, Mass	Colburn's Arithmetic. Warren Colburn	16mo	176	40	32,910
Do	do	First Steps in English Literature. Arthur Gilman	16mo	231	1 00	1,584
Do	do	Paradise Lost. Milton	16mo	409		134
Do	do	Historical View of the American Revolution, by George W. Greene	Crown 8vo	460	1 50	
Conrad Witter	Saint Louis, Mo	Introduction into German Grammar, by D. H. Luecken	8vo	109	40	
D. S. Appleton & Co	New York, N. Y	Nicholson's Geology	16mo	266	1 50	
Do	do	Nicholson's Zoology	12mo	352	1 75	
Do	do	Krusis's Drawing-books, 20 numbers		4 to 16	30	
Do	do	Atkinson's Ganot's Natural Philosophy	12mo	522	3 00	
Do	do	Yonge's Three Centuries of English Literature	12mo	649	2 50	
Do	do	Nicholson's Study of Biology	12mo	163	75	
Do	do	Balfour Stewart's Science Primer of Physics	12mo	132	50	
Do	do	Roscoe's Science Primer of Chemistry	12mo	103	50	
Do	do	Appleton's Hand Atlas of Modern Geography	Folio		2 50	
Do	do	A Manual of the Anatomy of Vertebrated Animals, by Thomas H. Huxley, LL. D.	18mo		1 00	
Do	do	Astronomy and Geology Compared, by Lord Ormathwaite				
Do	do	A Treatise on Diseases of the Bones, by Thomas M. Markoe, M. D	8vo	416	4 00	
Do	do	Clinical Lectures on the Diseases of Women, by Sir James Y. Simpson, M. D.	8vo	789	3 00	
Do	do	Coffee: its History, Cultivation, and Uses, by Richard Hewitt, jr			2 50	
Do	do	Radiant Heat, by J. Tyndall, LL. D., F. R. S	8vo		5 00	
Do	do	Dr. Pereira's Elements of Materia Medica and Therapeutics			7 00	
Do	do	Elementary Treatise on Natural Philosophy, by A. P. Deschaud, 4 parts	8vo		Each 2 00	
Do	do	Forms of Water, by John Tyndall, LL. D., F. R. S	12mo		1 50	
Do	do	Grammar of the English Language, by W. D. Wrage, A. M	12mo		1 50	
Do	do	Hand-Book of Chemical Technology, by Prof. R. Wagner, Ph. D	8vo	761	5 00	
Do	do	How the World was Peopled, by Rev. Ed. Fontaine	12mo	341	1 00	
Do	do	More Criticisms on Darwin and Administrative Nihilism, by T. H. Huxley, LL. D.	12mo		50	
Do	do	Outlines of Astronomy, by Sir J. J. W. Herschel, Bart	8vo		4 00	
Do	do	Physics and Politics, by Walter Bagehot	12mo		1 50	

Do	do	Practical Horseshoeing, by G. Fleming, F. R. G. S	12mo		75	
Do	do	Prehistoric Times, by Sir John Lubbock, Bart	8vo	640	5 00	
Do	do	Principals of Geology, by Sir John Lyell, M. A., F. R. S. 2 volumes	8vo		8 00	
Do	do	Spectrum Analysis, by Dr. H. Schellen	8vo	455	6 00	
Do	do	Text-Books of Science, by C. L. Bloxam			1 50	
Do	do	The American Annual Cyclopædia for 1871			5 00	
Do	do	The ancient Stone Implements, Weapons, and Ornaments of Great Britain, by John Evans, F. R. S.	8vo		5 00	
Do	do	The Beginnings of Life, by H. C. Bastian, M. D., F. R. S. 2 volumes	8vo		5 00	
Do	do	The Elements of Mechanism, by T. M. Goodere, M. A	12mo		1 50	
Do	do	The Insect World, by Louis Figuier	12mo		3 50	
Do	do	The Leaders of Public Opinion in Ireland: Swift, Flood, Grattan, O'Connell, by W. E. H. Lecky, A. M.	12mo	340	1 75	
Do	do	The Physiology of Man, by Austin Flint, jr., M. D. Volume 4	8vo		4 50	
Do	do	The Psalms: with Notes Critical, Explanatory and Practical, by Rev. H. Cowles, D. D.	12mo		2 25	
Do	do	The Vegetable World, by Louis Figuier			3 50	
Do	do	Three Centuries of Modern History, by C. D. Yonge	16mo		1 50	
Do	do	Town Geology, by the Rev. Charles Kingsley				
Do	do	Work and Wages Practically Illustrated, by Thomas Brassey, M. P	8vo		3 00	
Do	do	The Expression of the Emotions in Man and the Lower Animals, by Charles Darwin, M. A., F. R. S.	12mo		3 50	
Do	do	Rome, by Francis Wey	4to	550	30 00	
American Tract Society	do	Sacred Geography and Antiquities, by Rev. E. P. Barrows, D. D	12mo	685	2 00	
Do	do	The Vatican Council, by Rev. L. W. Bacon	12mo	250	80	
Do	do	D'Aubigné's History of the Reformation, Volume 1	12mo	501	1 00	
A. S. Barnes & Co	do	J. Monteith's Comprehensive Geography	Atlas 4to	97	1 60	10,000
Do	do	Alphonso Wood, Plant Record	12mo	138	75	1,500
Do	do	J. N. Watson's Child's Speller	16mo	80	25	20,000
Do	do	S. W. Clark's Beginner's Grammar	16mo	192	60	10,000
Do	do	Ch. Northend's Young Declaimer	16mo	205	75	2,000
Do	do	E. G. Folsom's Logical Book-Keeping	8vo			In press.
Do	do	B. Jepson's Music Readers	8vo			In press.
Do	do	A. Holbrook's School Management	8vo			In press.
Do	do	Barber's Critical Writing Speller	Demy 4to			In press.
Do	do	Chapman's Elementary Drawing-Book	Atlas 4to	87	1 10	1,000
Do	do	National School Currency. (Reward Cards in the form of money)				*1,000
Do	do	Independent Sixth Reader, by J. M. Watson	12mo	456	1 50	
Do	do	Elementary Tabular System of Instruction in French, by H. R. Angels	8vo	135	3 50	
Do	do	Key to Normal English Grammar, by S. W. Clark	12mo		1 00	
Robert Carter & Bros	do	McCosh's Logic	12mo	232	1 50	700
Do	do	Wars of the Huguenots, by Rev. Dr. Hanna	16mo		1 25	
Do	do	Life of Dr. Henderson, Medical Missionary to China			75	
Do	do	Outlines of Theology, by A. A. Hodge, D. D	8vo	500	2 00	
Do	do	On the Parables, by Rev. Dr. Drummond	8vo	400	1 75	
Do	do	Young Ladies' Biographical Library, 5 volumes	16mo		5 00	
Catholic Publication Society	do	The Men and Women of the English Reformation, from Wolsey to the death of Cranmer, by S. H. Burke.	Crown 8vo		4 00	
Do	do	Formby's School Songs			20	
Clark & Maynard	do	The Historical Reader, by John J. Anderson	12mo	512	1 80	

* Sets.

TABLE XXIII.—*Publications, educational, historical, &c., for* 1871–'72—Continued.

Name of publisher.	Place of publication.	Name of book.	Size of book.	Number of pages.	Retail price per copy.	Number of copies published during 1872.
Clark & Maynard	New York, N. Y	The United States Reader, by John J. Anderson	12mo	414	$1 50	
Do	do	Thomson's New Mental Arithmetic, by James B. Thomson	16mo	144	35	
Do	do	Thomson's New Rudiments of Arithmetic, by James B. Thomson	16mo	208	50	
Do	do	Thomson's New Practical Arithmetic, by James B. Thomson	12mo	384	1 00	
Dodd & Mead	do	A Comparative History of Religions, by Jas. C. Moffat, D. D.	12mo	250	1 75	
Do	do	The Theology of the New Testament, by J. J. Van Osterzee, D. D	12mo	437	1 75	
Do	do	Fables and Prophecies of the Middle Ages, by Dr. Döllinger	12mo		2 25	
Do	do	Lectures on the Reunion of the Churches, by Dr. Döllinger	12mo		1 50	
Do	do	Daniel Boone and the Early Settlements of Kentucky, by J. S. C. Abbott.	12mo		1 50	
Do	do	Coral and Coral Islands, by Prof. Jas. D. Dana	Royal 8vo		6 00	
Do	do	Bible Lore, by James C. Gray	16mo		1 50	
Do	do	Mungo Park's Life and Travels			1 75	
Do	do	Sciences of Nature Versus Science of Man, by Pres. Porter			1 00	
J. B. Ford & Co	do	Mines, Mills, and Furnaces of the Pacific States and Territories, by R. W. Raymond.	8vo	457	3 50	
C. S. Francis	do	Drawings for Children; 150 Drawing Copies, with Directions	8vo	160	1 00	
Harper & Bros	do	Hudson's History of Journalism	Crown 8vo.		5 00	
Do	do	Science for the Young, by Jacob Abbott, 4 volumes	12mo		Each 1 50	
Do	do	The Ocean, by Elisee Reclus	8vo		6 00	
Do	do	Curtus's Student's Greek Grammar	12mo		2 00	
Do	do	Nordhoff's California	8vo		2 00	
Do	do	The Revision of the English Version of the New Testament	Crown 8vo.	618	3 00	
Do	do	The School and the Army in Germany and France, by Brevet Major-General W. B. Hazen, U. S. A.	Crown 8vo.		2 50	
Do	do	Swinton's English Grammar	12mo	220	75	
Do	do	Munson's Phonography	12mo		2 00	
Do	do	Physiology of the Soul and Instinct, by Martyn Paine, A. M., M. D., LL. D.	Crown 8vo.		5 00	
Do	do	The Land of Desolation, by Isaac I. Hays, M. D	12mo		1 75	
Do	do	Life and Times of Henry Lord Brougham, by himself, vol. 3	12mo		2 00	
Do	do	The Life and Times of the Rev. John Wesley, A. M., by Rev. Luke Tyerman, 3 volumes.	Crown 8vo.		Each 2 50	
Do	do	Julius Cæsar. Edited by W. J. Rolfe	16mo		90	
Do	do	Annual Record of Science and Industry for 1871. Edited by Spencer F. Baird.	12mo		2 00	
Do	do	A Smaller Ancient History of the East, by Philip Smith, B. A	16mo	316	1 00	
Holt & Williams	do	Biographia Literaria, by Samuel T. Coleridge, 2 volumes	8vo		5 00	
Do	do	Legends of the Patriarchs and Prophets	8vo	380	2 00	
Do	do	Notes on England, by Taine	8vo	400	2 50	
Do	do	On Intelligence, by Taine	8vo	560	5 00	
Do	do	English Literature, by Taine, 2 volumes	8vo		7 50	
Do	do	A Condensed Edition of Taine's Literature	12mo	502	2 50	

Do	do	Italy, by Taine. Translated by John Durand, 2 volumes	8vo		5 00		
Do	do	Ideal in Art, by Taine. Translated by John Durand	16mo		1 25		
Do	do	Art in the Netherlands, by Taine. Translated by John Durand	16mo		1 25		
Do	do	Art in Greece, by Taine. Translated by John Durand	16mo		1 25		
Do	do	Outlines of History, by E. A. Freeman	16mo	366	1 25		
Do	do	Baine's English Grammar	18mo		50		
Hurd & Houghton	do	Joseph Mazzini: His Life, Writings, and Political Principles, by William L. Garrison.	Crown 8vo.	366	1 75		
Do	do	Autumnal Catarrh, by Prof. Morrill Wyman, M. D	8vo	173	2 25		
Do	do	Studies in Poetry and Philosophy, by J. C. Shairp	16mo	340	1 50		
Ivison, Blakeman, Taylor & Co	do	A New Series of Small Alphabets; Engraved on Steel, by A. McLees			1 00		
Do	do	An Elementary Manual of Chemistry, by William R. Nichols	12mo	360	1 50		
Do	do	An Elementary Grammar of the Greek Language, by Samuel H. Taylor, LL. D.	12mo	400	1 60		
Do	do	Ars Oratoria: Selections from Cicero and Quintilian on Oratory, by Prof. M. Kellogg.	Small 8vo.		1 24		
Do	do	A Practical Course with the German, by Prof. W. H. Woodbury	12mo	384	1 60		
Do	do	A General Index to the Contents of Fourteen Treatises on Natural Philosophy, for the use of Students, Teachers, and Artisans, by a Massachusetts Teacher.	8vo	108	1 00		
Do	do	Songs for To-day; A Singing Book for Schools, &c., by Theo. E. Perkins, Rev. A. Taylor, and Prof. C. W. Landers.	Oblong	160	40		
P. O'Shea	do	Oratorical Class-Book	12mo	474	1 50		
U. D. Ward	do	Sunday School Geography, by Rev. George A. Starkweather	Small 4to		75		
Scribner, Armstrong & Co	do	Felter's New Practical Arithmetic, by Seline H. Peabody	12mo	380	1 00		
Do	do	A New Commentary on Genesis, by Right Rev. E. H. Browne, D. D	8vo		1 50		
Do	do	The Wonders of Sculpture. From the French of Louis Viardot			1 50		
Do	do	The English in Ireland during the 18th Century, Vol. 1, by J. A. Froude.	8vo		2 50		
Do	do	Four Phases of Morals, by John Stuart Blackie, F. R. S. E	12mo		1 50		
Do	do	Darwinianism in Morals and other Essays, by Miss F. E. Cobbe					
Do	do	Oriental and Linguistic Studies, by Prof. William Dwight Whitney	12mo	416			
Do	do	Life Wanderings and Labors in Eastern Africa, by Rev. Charles New					
Do	do	The Structure of the Old Testament, by Rev. Stanley Leathes, M. A					
Charles Scribner & Co	do	Wonders of Vegetation, by F. Marion	12mo		1 50		
Do	do	Systematic Theology, by Charles Hodge, D. D., LL. D	8vo		5 00		
Do	do	Lange's Joshua, Judges, and Ruth	8vo		5 00		
R. C. Root, Anthony & Co	do	Blank-Books for Book-keeping	17 by 8	66	2 30	1,000	
G. P. Putnam & Sons	do	The Best Reading, a classified bibliography for easy reference	12mo	255	1 25		
Do	do	Instinct in Animals and Men, by P. A. Chadbourne, A. M., M. D	12mo	303	1 75		
Do	do	Stray Leaves from the Book of Nature, by M. Schele de Vere	12mo	320	1 50		
Do	do	The Animal Creation, a popular introduction to Zoölogy, by Thomas R. Jones, F. R. A.	Crown 8vo	456	3 75		
Do	do	Treasures of the Earth, or Mines, Minerals, and Metals, by William Jones, F. S. A.	Large 12mo	404	2 50		
Do	do	The Great Problem, by John R. Leifchild, A. M	12mo	559	2 25		
Do	do	Social Economy, by E. Thorold Rogers	12mo	157	75		
Do	do	A Manual of Pottery and Porcelain, by J. H. Treadwell	8vo	161	2 75		
Do	do	The Greeks of To-Day, by Hon. John H. Tuckerman	12mo	366	1 50		
Do	do	Life and Travels of Dr. Livingston			1 50		
Do	do	The Olden Time in New York, by Bishop Kip	Royal 8vo		3 00		
Do	do	Romance of History, (France,) by Leitch Ritchie	12mo		2 50		

TABLE XXIII.—*Publications, educational, historical, &c., for* 1871–'72—Continued.

Name of publisher.	Place of publication.	Name of book.	Size of book.	Number of pages.	Retail price per copy.	Number of copies published during 1872.
G. P. Putnam & Sons	New York, N. Y	History of Philosophy, by Albert Schwegler	12mo		$2 25	
Do	do	Romance of Ancient History, by Professor Schele de Vere	12mo	310	1 25	
Do	do	Higher Ministry of Nature, viewed in the Light of Modern Science, by J. R. Leifchild.	12mo			
Do	do	Romance of History, (Italy,) by A. McFarlane	12mo		2 50	
Do	do	A Dictionary of Derivations	16mo			
Do	do	A Hand-Book of Synonyms	16mo			
Do	do	Student's Atlas of Physical Geography	Imper'l 8vo		2 00	
Do	do	The Library Atlas	Imper'l 8vo		4 00	
Do	do	Mercantile Map of the World on Mercator's Projection			10 00	
Scribner, Welford & Armstrong.	do	Commentary on the Book of Kings, by C. F. Keil	8vo	522	3 00	
Do	do	Commentary on the Holy Bible, by Chris. Woodworth, LL. D., 6 volumes.	Royal 8vo		45 00	
Do	do	Greek Testament, by Chris. Woodworth, LL. D., 2 volumes	Royal 8vo		25 00	
Do	do	British Song Birds, How to Rear Them, by Thomas Nash	16mo	96	1 75	
Do	do	The Natural History of the Year, by B. B. Woodward	12mo		1 75	
Do	do	The Orbs Around Us, by R. A. Proctor, B. A	Crown 8vo	347	3 00	
Do	do	Antique Gems and Rings, by C. W. King, 2 volumes	Royal 8vo		16 00	
Do	do	Prehistoric Phases, by H. M. Westrop	8vo	266	4 50	
Do	do	The Natural History of Birds, by T. Rymer Jones			3 75	
Do	do	The Animal Creation, by T. Rymer Jones			3 75	
Do	do	The Forces of Nature, by Amédee Guillemin, translated by Mrs. N. Lockyer.	Royal 8vo.	718	12 50	
Do	do	Our Work in Palestine	12mo	320	1 50	
Do	do	History of Sculpture from the Earliest Ages to the Present Time, by Dr. W. Lubke, 2 volumes.	Imper'l 8vo	421 and 490	18 00	
Do	do	History of Great Eastern Monarchies, volume 4, by Professor Geo. Rawlinson.	8vo	500	6 00	
Do	do	Rational Theology and Christian Philosophy, in England, in the 17th Century, by J. Tulloch, D. D., 2 volumes.	8vo	466 and 500	9 00	
Do	do	Historical Illustrations, by Paul Delaroche	Small 4to		3 00	
Do	do	Ruskin's Collected Works, volume 4	8vo	240	7 50	
Do	do	Meridiana, Adventures of Three Englishmen and Three Russians in South Africa, by Jules Verne.	12mo		3 00	
Do	do	Essays on Astronomy, by R. A. Proctor, B. A	8vo	412	4 50	
E. Steiger	do	Second German Reader, by William Granert	12mo	180	70	
Do	do	Viertes, Dutsches Lesebuch, by William Granert	12mo	400	1 00	
Dion Thomas	do	The Basic Outline of Universology, by L. P. Andrews	8 vo	866	5 00	
D. Van Nostrand	do	Treatise on Acoustics in Connection with Ventilation, by Alex. Saeltzer, architect.	12mo	103	2 00	
Do	do	Lectures on Mineralogy, by T. Egleston	8vo	180	4 50	

Do	do	The Art of Graining, How Acquired and How Produced, by C. Pickart & A. Metcalf.	4to		10 00	
W. J. Widdleton	do	Abbott's Bibliography, by Ezra Proctor	8vo	240	2 00	
John Wiley & Son	do	Manual of Elementary Projective Drawing, by Professor S. E. Warren	12mo		1 50	
Do	do	Downing's Encyclopædia of Fruits, or Fruits and Fruit Trees of America, part 1.	8vo		2 50	
William Wood & Co	do	A Supplement to the Dictionary of Chemistry and the Allied Branches of Other Sciences, by Henry Watts, B. A., F. R. S.	8vo			
Do	do	On Food, by H. W. Letheby, M. D., M. A	12mo	255	2 25	
Do	do	Lessons in Physical Diagnosis, by A. L. Loomis, M. D	8vo	240	2 75	
Woolworth, Ainsworth & Co	do	Bartholomew's Drawing Cards, Primary Series No. 3		10 cards.	20	
Do	do	Bartholomew's Drawing Books, Revised Edition No. 1		6 lessons.	20	
Do	do	Bartholomew's Drawing Books, Revised Edition No. 2		6 lessons.	20	
Do	do	Bartholomew's Drawing Books, Revised Edition No. 3		6 lessons.	20	
Do	do	Bartholomew's Drawing Books, Revised Edition No. 4		6 lessons.	20	
Do	do	Bartholomew's Drawing Books, Revised Edition No. 5		6 lessons.	20	
Do	do	Bartholomew's Drawing Books, Revised Edition No. 6		6 lessons.	20	
Do	do	Payson, Dunton, & Scribner's Manual of Penmanship	12mo	106	1 25	
Do	do	Baseom's Rhetoric	12mo	250	1 50	
Do	do	Champlin's Intelleetnal Philosophy	12mo	312	1 50	
Applegate, Pounsford & Co	Cincinnati, Ohio	Elements of the German Language, by Theo. Soden	12mo	319	1 25	1,000
Do	do	Burn's English Grammar, by Professor E. A. Burns	12mo	250	1 00	2,000
Robert Clarke & Co	do	History of Lexington, Kentucky, by George W. Ranak	8vo	428	4 00	
Do	do	History of Wayne County, Indiana, by A. W. Young	8vo	459	5 00	
Do	do	A Practical Treatise on the Law of Horses, including Bargain, Sale, &c.	8vo	272	3 50	
Do	do	Patent Cases, volume 4, by S. S. Fisher	8vo	703	25 00	
Do	do	The Law and Practice of Injunctions, by William Joyce, 2 volumes	8vo	1,650	22 50	
Wilson, Hinkle & Co	do	A School History of the United States, by W. H. Venable	12mo	247	1 25	
Do	do	A Manual of Ancient History, by M. E. Thalheimer	8vo	376	2 25	
Do	do	Elements of Physiology and Hygiene, by R. T. Brown	12mo	280	1 50	
Do	do	A Test Spelling Book, by W. D. Henkle	12mo	144	40	
Henry C. Baird	Philadelphia, Pa	Manual of Social Science, being a Condensation of the "Principles of Social Science" of H. C. Carey, LL. D., by Kate McKean.	12mo	544	2 25	250
Do	do	Manual of Political Economy, by E. P. Smith	12mo	278	1 25	250
Do	do	The School of Chemical Manures, from the Freneh of M. George Ville, by A. A. Fesquet.	12mo	116	1 25	1,500
Do	do	The Unity of Law as exhibited in the Relations of Physical, Social, Mental, and Moral Science, by H. C. Carey.	8vo	433	3 50	
J. A. Bancroft & Co	do	Art of Teaching School, by J. R. Sypher	12mo	317	1 50	
Do	do	American Popular Speaker, by J. R. Sypher	12mo	384	1 50	
Do	do	Young American Speaker, by J. R. Sypher	12mo	170	75	
Do	do	School History of Pennsylvania, by J. R. Sypher	12mo	364	1 50	
Do	do	School History of New Jersey, by J. R. Sypher	12mo		1 25	
E. H. Butler & Co	do	The New American Pronouncing Speller	12mo	133	30	
Do	do	The Etymological Reader, by Epes Sargent and Amasa May	12mo	480	1 50	
Do	do	Oxford's Junior Speaker	12mo	216	75	
Do	do	New American First Reader, by Epes Sargent and Amasa May	12mo	48	20	
Do	do	New American Second Reader, by Epes Sargent and Amasa May	12mo	72	30	
Do	do	New American Third Reader, by Epes Sargent and Amasa May	12mo	156	50	
Do	do	New American Fourth Reader, by Epes Sargent and Amasa May	12mo	216	60	

TABLE XXIII.—*Publications, educational, historical, &c., for* 1871-'72—Continued.

Name of publisher.	Place of publication.	Name of book.	Size of book.	Number of pages.	Retail price per copy.	Number of copies published during 1872.
E. H. Butler & Co	Philadelphia, Pa	New American Fifth Reader, by Epes Sargent and Amasa May	12mo	312	$0 90	
Do	do	The American Elocutionist, by J. A. Lyons	12mo.	432	1 65	
Howard Challen	do	Physical and Moral Aspects of Geology, by W. J. Barbee	12mo	40	1 75	
Do	do	Christian Morals, by James Challen	18mo	180	50	
Do	do	Christian Evidences, by James Challen	18mo		1 50	
Do	do	Patriarchal Chain of the Bible, by D. M. Grandfield			50	
Do	do	Moral Science for Schools and Families, by P. R. Leatherman	12mo	372	1 75	
Do	do	Popular Treatise on Comets, by J. C. Watson	12mo	375	1 50	
Claxton, Remsen & Haffelfinger.	do	Labberton's Outlines of History	8vo	238	2 00	2,000
Do	do	Labberton's Questions to History	8vo	248	1 75	2,000
Do	do	Labberton's Historical Atlas	8vo	56	3 50	2,000
Do	do	Trantwine's Civil Engineering	12mo	650	5 00	2,500
Do	do	Coleman's Historical Text Book	8vo	330	2 00	1,000
Do	do	White's Elements of Astronomy	8vo	272	2 00	1,000
Do	do	Pictorial Pocket Dictionary	32mo	244	50	3,000
Do	do	Lincoln's Botany for Beginners	18mo	216	65	1,000
Do	do	Walker's Book-keeping	8vo	114	2 00	500
Do	do	Walker's Elements of Grammar	12mo	261	90	1,000
Do	do	Crooks & Schems' Latin-English Lexicon	8vo	982	3 50	500
Do	do	Brooks's Æneid of Virgil	12mo	366	1 75	750
Do	do	The Immigrant Builder; or Practical Hints for Handy Men, by C. P. Dwyer, Architect.	Crown 8vo	146	1 50	
Do	do	An Ecclesiastical History, from the 13th to the 19th Century, by Rev. C. M. Butler, D. D.	8vo		3 50	
Do	do	The Four Books of the Metamorphoses of Pub. Ovidius Naso, intended for female schools, by N. C. Brooks, LL. D.	Demy. 8vo.		1 75	
Do	do	English Literature considered as the Interpreter of English History, by H. Coppée, LL. D.	12 mo		2 25	
Eldridge & Brother	do	A Manual of American Literature, by John S. Hart, LL. D.	8vo	641	2 50	
W. S. Fortescue & Co	do	Oswald's Etymological Dictionary	12mo.		1 65	500
Do	do	Perrot's Wilhelm's Musical Manual	8vo		1 00	500
Do	do	Alsop's Treatise on Surveying	8vo		2 75	250
Do	do	Crittenden's High School Book-keeping	8vo		1 50	1,000
Do	do	Lynd's Class-Book of Etymology	12mo.		1 00	1,000
W. A. Leary, jr	do	Piano-forte Primer, by J. F. Burrows	12mo	74	50	
Do	do	United States Spelling-Book	12mo	144	25	
J. B. Lippincott & Co	do	Lippincott's Pronouncing Dictionary of Biography and Mythology	Imp. 8vo		15 00	
Do	do	Aristophanes, by Rev. W. Lucas Collins, M. A	Small 12mo			
Do	do	Primary Analytical Arithmetic, by S. P. Sanford, A. M	16mo		35	
Do	do	Nystrom's Mechanics, by J. W. Nystrom	16mo			

Do	do	The Science of Wealth, by Amasa Walker, LL. D	12mo			
Do	do	Chambers's Readings in English Literature	12mo		1 75	
Do	do	Cicero, by Rev. W. Lucas Collins, A. M	16mo		1 00	
Do	do	Interest Table, McPheeter	8vo			
Do	do	Juvenal, by Edward Walford, M. A	Small 12mo		1 00	
Do	do	The History of the Consolidation of the City of Philadelphia, by Eli K. Price.	12mo			
Do	do	A Companion to the Old Testament, by Rev. J. H. Blunt				
Do	do	Treatment of the Horse, by Charles Wharton	12mo		1 25	
Do	do	United States Pharmacopœia	12mo		1 75	
Do	do	Lubke's History of Sculpture, 2 volumes	Imp. 8vo			
Do	do	The New Eschatology, by J. G. Broughton Pegg	16mo		75	
Do	do	Homer and Socrates, Lamartine. Translated by Mrs. E. W. Smith	12mo			
Do	do	Sophocles, by C. W. Collins, A. M	16mo		1 00	
Do	do	Euripides, by William Doune	Small 12mo			
Do	do	Hanna's Ready Reckoner	16mo		1 00	
Do	do	Cutter's First Book on Analytic Anatomy, Physiology, and Hygiene		196	90	
Do	do	The Voice in Singing, from the German of Emma Seiler	12mo		1 50	
Do	do	The English of Bunyan, by J. B. Grier	12mo			
Do	do	Cutter's Second Book on Anatomy	12mo		1 50	
Do	do	Geometrical Analysis, by Benjamin Hallowell	8vo			
Do	do	Pliny, by Rev. Alfred Church, A. M., and Rev. W. J. Brodribb, A. M	Small 12mo		1 00	
Do	do	Administrator's Account Book, by R. K. Kuhn	16mo		40	
Do	do	Errors of Speech, by L. P. Meredith, M. D., D. D. S	16mo		75	
Do	do	Common School Arithmetic on the Analytic System, by S. P. Sanford, A. M.				
Do	do	Seven Decades of the Union, by Hon. H. A. Wise	8vo		2 00	
Do	do	Chambers's Miscellany, volume 19			50	
Do	do	Bouvier's Law Dictionary, 2 volumes	8vo		12 00	
Do	do	Science and Revelation, by Rev. Joseph H. Wyte, D. D	12mo		1 75	
Do	do	The Labor Question, by William Brown	16mo			
Do	do	Life of Crittenden, by Mrs. Chapman Coleman	Royal 8vo		7 50	
Do	do	Student's Hebrew Lexicon, by Benjamin Davies, LL. D., Ph. D	8vo		6 00	
Do	do	Treatment of Spinal Curvature, by Benjamin Lee, M. D	16mo		1 00	
Do	do	Pennsylvania Dutch	12mo		1 50	
Do	do	Wesley and Swedenborg, by E. R. Keyes	12mo		75	
Do	do	Thermic Fever, or Sunstroke, by H. C. Wood, jr., M. D	16mo			
Do	do	Oral Surgery, by James E. Garretson, M. D	8vo			
Do	do	A Journey to Egypt and the Holy Land, in 1869–1870, by H. M. Harman, D. D.	Crown 8vo		1 75	
Do	do	Hobb's Architecture, by Isaac H. Hobb & Son	8vo		3 00	
Do	do	Modern Medicine, by J. M. Da Costa, M. D	8vo		30	
Do	do	Lectures on the Nature of Spirit; and of Man as a Spiritual Being, by Chauncey Giles.	12mo		1 25	
Do	do	Lectures on the Incarnation, Atonement, and Mediation of the Lord Jesus Christ, by Chauncey Giles.	12mo		75	
Lindsay and Blakiston	do	History of Medicine from the Earliest Ages to the 19th Century, by R. Dunglison, M. D.	Small 8vo	288	2 50	
Do	do	Chemistry, Inorganic and Organic, by C. L. Bloxam	8vo	666	6 50	
Do	do	Martin's Manual of Microscopic Mounting	8vo	200	3 00	

TABLE XXIII.—*Publications, educational, historical, &c., for* 1871–'72—Continued.

Name of publisher.	Place of publication.	Name of book.	Size of book.	Number of pages.	Retail price per copy.	Number of copies published during 1872.
Lindsay & Blakiston	Philadelphia, Pa	Illustrations of the Influence of the Mind upon the Body, by D. S. Tuke, M. D.	8vo	444	$5 50	
Do	do	Dental Pathology, by Professor Wed. Translated by W. E. Boardman, M. D., and Professor Hitchcock.	8vo	482	4 50	
Do	do	Bioplasm; an Introduction to Medicine and Physiology for Students, by L. S. Beale, M. D.	12mo	345	3 00	
T. E. Zell	do	Zell's Hand Atlas of the World, by J. Bartholomew. Parts 17, 18	4to		50	
A. H. English & Co	Pittsburgh, Pa	American Fourth Reader, by Lucius Osgood	12mo	224		
Do	do	American Fifth Reader, by Lucius Osgood	12mo	384		

TABLES

OF

EDUCATIONAL STATISTICS

DERIVED FROM

THE UNITED STATES CENSUS OF 1870.

TABLE A.—*Derived from the census of* 1870, *showing for each State and Territory the area habitants to the*

	States.	Area in square miles.	Population.	Population to square mile.	NATIVITY.			
					Native.		Foreign.	
					Male.	Female.	Male.	Female.
1	Alabama	50,722	996,992	19.66	482,470	504,560	6,268	3,694
2	Arkansas	52,198	484,471	9.30	244,491	234,954	3,770	1,256
3	California	188,981	560,247	2.29	199,421	150,995	150,058	59,773
4	Connecticut	4,750	537,454	113.15	207,014	216,801	58,256	55,383
5	Delaware	2,120	125,015	58.97	57,963	57,916	4,665	4,471
6	Florida	59,268	187,748	3.17	91,573	91,208	2,975	1,992
7	Georgia	58,000	1,184,109	20.42	572,126	600,856	6,829	4,298
8	Illinois	55,410	2,539,891	45.84	1,033,161	991,532	283,376	231,822
9	Indiana	33,809	1,680,637	49.71	779,009	760,154	78,985	62,489
10	Iowa	55,045	1,194,020	21.69	510,864	478,464	115,053	89,639
11	Kansas	81,318	364,399	4.48	171,248	144,759	30,976	17,416
12	Kentucky	37,680	1,321,011	35.33	631,020	626,593	34,655	28,743
13	Louisiana	41,346	726,915	17.58	328,743	336,345	33,422	28,405
14	Maine	35,000	626,915	17.91	287,434	290,600	25,669	23,212
15	Maryland	11,124	780,894	70.20	342,236	355,246	42,748	40,664
16	Massachusetts	7,800	1,457,351	186.84	535,852	568,180	167,927	185,392
17	Michigan	56,451	1,184,059	20.97	469,034	447,015	148,711	119,299
18	Minnesota	83,531	439,706	5.26	145,190	133,819	90,109	70,588
19	Mississippi	47,156	827,922	17.56	405,859	410,872	7,562	3,629
20	Missouri	65,350	1,721,295	26.34	769,457	729,571	126,890	95,377
21	Nebraska	75,995	122,993	1.62	51,183	41,062	19,242	11,506
22	Nevada	104,125	42,491	0.41	16,808	6,882	15,571	3,230
23	New Hampshire	9,280	318,300	34.30	140,991	147,698	14,649	14,962
24	New Jersey	8,320	906,096	108.91	353,485	363,668	96,187	92,756
25	New York	47,000	4,382,759	93.25	1,597,192	1,647,214	566,037	572,316
26	North Carolina	50,704	1,071,361	21.13	516,684	551,648	2,020	1,009
27	Ohio	39,964	2,665,260	66.69	1,138,971	1,153,796	198,579	173,914
28	Oregon	95,274	90,923	0.95	43,952	35,371	9,179	2,421
29	Pennsylvania	46,000	3,521,951	76.56	1,468,318	1,508,324	290,181	255,128
30	Rhode Island	1,306	217,353	166.43	78,656	83,301	26,100	29,296
31	South Carolina	34,000	705,606	20.75	339,260	358,272	4,642	3,432
32	Tennessee	45,600	1,258,520	27.60	611,737	627,477	11,620	7,696
33	Texas	274,356	818,579	2.98	387,588	368,580	35,969	26,442
34	Vermont	10,212	330,551	32.37	140,520	142,876	25,201	21,954
35	Virginia	38,348	1,225,163	31.95	589,038	622,371	8,020	5,734
36	West Virginia	23,000	442,014	19.22	213,624	211,299	9,219	7,872
37	Wisconsin	53,924	1,054,670	19.56	349,547	340,624	195,339	169,160
	Total	1,984,467	38,115,641	19.21	16,301,709	16,340,903	2,946,659	2,526,370
	Territories.							
1	Alaska	577,390						
2	Arizona	113,916	9,658	0.08	2,905	944	3,982	1,827
3	Colorado	104,500	39,864	0.38	19,910	13,355	4,910	1,689
4	Dakota	150,932	14,181	0.09	5,562	3,804	3,316	1,499
5	Dist. Columbia	64	131,700	2,057.81	54,159	61,287	8,033	8,221
6	Idaho	86,294	14,999	0.17	5,054	2,060	7,130	755
7	Indian	68,991						
8	Montana	143,776	20,595	0.14	9,562	3,054	7,209	770
9	New Mexico	121,201	91,874	0.76	43,505	42,749	3,630	1,990
10	Utah	84,476	86,786	1.03	28,994	27,090	15,127	15,575
11	Washington	69,994	23,955	0.34	11,004	7,927	3,986	1,038
12	Wyoming	97,883	9,118	0.09	4,258	1,347	2,961	552
	Total	1,619,417	442,730	0.27	184,913	163,617	60,284	33,916
	Grand total	3,603,884	38,558,371	10.70	16,486,622	16,504,520	3,006,943	2,560,286

in square miles, the number, nativity, race, and sex of the population, and the number of in-square mile.

RACE.									
White.		Colored.		Mulattoes.		Chinese.		Indians.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
255, 023	266, 361	213, 987	219, 711	19, 690	22, 122	.....	.....	38	60
186, 445	175, 670	55, 436	54, 395	6, 244	6, 094	98	.....	38	51
297, 648	201, 776	1, 628	1, 084	886	674	45, 429	3, 881	3, 888	3, 353
260, 518	267, 631	3, 422	3, 570	1, 211	1, 465	2	.....	118	117
51, 148	51, 073	10, 384	10, 186	1, 096	1, 128	.....	.....	.....	.....
48, 953	47, 104	40, 151	48, 187	5, 443	5, 908	.....	.....	1	1
311, 171	327, 755	247, 336	254, 478	20, 429	22, 899	1	.....	18	22
1, 301, 583	1, 209, 513	11, 240	10, 179	3, 694	3, 649	1	.....	19	13
845, 307	810, 530	9, 122	8, 426	3, 463	3, 549	.....	.....	102	138
622, 786	565, 421	2, 502	2, 167	597	496	3	.....	29	19
193, 200	153, 177	6, 719	6, 580	1, 847	1, 962	.....	.....	458	456
557, 326	541, 366	87, 736	89, 763	20, 569	24, 142	1	.....	44	64
183, 031	179, 034	152, 298	155, 312	26, 486	30, 114	70	1	280	289
311, 942	312, 867	573	441	311	281	1	.....	276	223
299, 858	305, 639	74, 144	77, 319	10, 979	12, 949	1	1	2	2
696, 925	746, 231	4, 698	4, 988	2, 004	2, 257	96	1	56	95
609, 046	558, 236	3, 481	2, 953	2, 715	2, 700	2	.....	2, 505	2, 421
234, 531	203, 726	318	196	120	125	.....	.....	331	359
195, 283	187, 613	195, 350	203, 448	22, 372	23, 031	16	.....	400	409
838, 290	764, 856	49, 879	50, 533	8, 149	9, 510	2	1	27	48
69, 942	52, 175	425	313	26	25	.....	.....	32	55
29, 284	9, 675	199	91	40	27	2, 847	305	9	14
155, 315	162, 382	249	187	65	79	.....	.....	11	12
434, 588	440, 819	13, 340	13, 765	1, 724	1, 829	13	2	7	9
2, 137, 896	2, 192, 314	22, 430	24, 068	2, 653	2, 930	29	.....	224	215
325, 705	352, 765	174, 194	180, 015	18, 324	19, 217	.....	.....	581	660
1, 305, 402	1, 296, 544	23, 166	22, 208	8, 927	8, 912	1	.....	57	43
49, 558	37, 371	169	90	50	37	3, 232	98	122	196
1, 727, 392	1, 729, 217	24, 914	27, 527	6, 163	6, 690	11	3	19	15
102, 328	109, 891	1, 829	1, 991	532	628	.....	.....	67	87
140, 740	148, 927	189, 436	198, 549	13, 668	14, 161	1	.....	57	67
466, 505	469, 614	142, 619	149, 410	14, 180	16, 122	.....	.....	42	28
297, 055	267, 645	112, 622	113, 026	13, 657	14, 160	17	8	207	172
165, 207	164, 406	382	295	124	123	.....	.....	8	6
348, 720	363, 369	214, 758	225, 835	33, 470	38, 778	4	.....	106	123
213, 871	210, 162	6, 880	6, 760	2, 092	2, 248	.....	.....	.....	1
543, 139	508, 212	904	693	285	231	.....	.....	558	648
16, 812, 661	16, 390, 467	2, 098, 920	2, 160, 749	274, 185	301, 252	51, 878	4, 301	10, 737	10, 491
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6, 834	2, 747	20	6	.....	.....	20	.....	13	18
24, 465	14, 756	181	91	104	80	6	1	64	116
8, 255	4, 632	36	35	9	14	.....	.....	578	622
42, 980	45, 298	15, 827	19, 545	3, 370	4, 662	3	.....	12	3
7, 973	2, 645	42	18	.....	.....	4, 148	126	21	26
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14, 760	3, 546	102	35	30	16	1, 826	123	53	104
46, 553	43, 840	88	28	28	28	.....	.....	466	843
43, 541	42, 503	44	41	19	14	429	16	88	91
14, 143	8, 052	44	12	89	62	232	2	482	837
6, 923	1, 803	76	20	62	25	138	5	20	46
216, 427	169, 822	16, 460	19, 831	3, 711	4, 901	6, 802	273	1, 797	2, 706
17, 029, 088	16, 560, 289	2, 115, 380	2, 180, 580	277, 896	306, 153	58, 680	4, 574	12, 534	13, 197

TABLE B.—*Derived from the census of* 1870, *showing for each State and Territory the special*

NOTE.—The columns in this table marked ** were computed

	States and Territories.	Nativity.		Special nativity.					
		United States.	Foreign countries.	British America.	England and Wales.	Ireland.	Scotland.	France.	German Empire.
1	Alabama	987,030	9,962	183	1,080	3,893	458	594	2,482
2	Arkansas	479,445	5,026	342	550	1,428	156	237	1,563
3	California	350,416	209,831	10,660	19,216	54,421	4,949	8,068	29,701
4	Connecticut	423,815	113,639	10,861	13,289	70,630	3,238	821	12,443
5	Delaware	115,879	9,136	112	1,464	5,907	229	127	1,142
6	Florida	182,781	4,967	174	405	737	144	126	597
7	Georgia	1,172,982	11,127	247	1,149	5,093	420	312	2,761
8	Illinois	2,024,693	515,198	32,550	57,017	120,162	15,737	10,911	203,758
9	Indiana	1,539,163	141,474	4,765	10,501	23,698	2,507	6,363	78,060
10	Iowa	989,328	204,692	17,907	18,627	40,124	5,248	3,130	66,162
11	Kansas	316,607	48,392	5,324	7,182	10,940	1,531	1,274	12,775
12	Kentucky	1,257,613	63,398	1,082	4,520	21,642	1,019	2,057	30,318
13	Louisiana	665,088	61,827	714	2,925	17,068	814	12,341	18,933
14	Maine	578,034	48,881	26,788	3,929	15,745	998	137	508
15	Maryland	697,482	83,412	644	5,849	22,630	2,432	649	47,045
16	Massachusetts	1,104,032	353,319	70,055	34,675	216,120	9,003	1,629	13,072
17	Michigan	916,049	268,010	89,590	35,609	42,013	8,552	3,121	64,143
18	Minnesota	279,009	160,697	16,698	6,614	21,746	2,194	1,743	41,364
19	Mississippi	816,731	11,191	375	1,113	3,359	434	630	2,960
20	Missouri	1,499,028	222,267	8,448	15,838	54,983	3,283	6,293	113,618
21	Nebraska	92,245	30,748	2,635	3,823	4,999	792	340	10,954
22	Nevada	23,690	18,801	2,365	2,850	5,035	630	414	2,181
23	New Hampshire	288,689	29,611	12,955	2,706	12,190	892	60	436
24	New Jersey	717,153	188,943	2,474	27,418	86,784	5,710	3,130	54,001
25	New York	3,244,406	1,138,353	79,042	117,928	528,806	27,282	22,302	316,902
26	North Carolina	1,068,332	3,029	171	500	667	420	54	904
27	Ohio	2,292,767	372,493	12,988	49,500	82,674	7,819	12,781	182,897
28	Oregon	79,323	11,600	1,187	1,410	1,967	394	308	1,875
29	Pennsylvania	2,976,642	545,309	10,022	97,298	235,798	16,846	8,695	160,146
30	Rhode Island	161,957	55,396	10,242	9,347	31,534	1,948	167	1,201
31	South Carolina	697,532	8,074	77	632	3,262	310	143	2,754
32	Tennessee	1,239,204	19,316	587	2,399	8,048	555	562	4,539
33	Texas	756,168	62,411	597	2,092	4,031	621	2,232	23,985
34	Vermont	283,396	47,155	28,544	2,511	14,080	1,240	93	370
35	Virginia	1,211,409	13,754	327	2,057	5,191	705	369	4,050
36	West Virginia	424,923	17,091	207	2,132	6,832	746	223	6,232
37	Wisconsin	690,171	364,499	25,666	34,742	48,479	6,590	2,704	162,314
	Total	32,642,612	5,473,029	487,605	600,897	1,838,726	136,846	115,140	1,679,146
1	Arizona	3,849	5,809	142	137	495	54	69	379
2	Colorado	33,265	6,599	753	1,523	1,685	188	209	1,456
3	Dakota	9,366	4,815	906	251	888	77	57	563
4	District of Columbia	115,446	16,254	290	1,451	8,218	352	233	4,920
5	Idaho	7,114	7,885	334	875	986	114	144	599
6	Montana	12,616	7,979	1,172	889	1,635	208	193	1,232
7	New Mexico	86,254	5,620	125	129	543	36	124	582
8	Utah	56,084	30,702	687	17,856	502	2,391	63	358
9	Washington	18,931	5,024	1,121	835	1,047	309	113	645
10	Wyoming	5,605	3,513	329	614	1,102	260	57	652
	Total	348,530	94,200	5,859	24,560	17,101	3,989	1,262	11,387
	Grand total	32,991,142	5,567,229	493,464	625,457	1,855,827	140,835	116,402	1,690,533

BRITISH POSSESSIONS

LAKE SUPERIOR
LAKE MICHIGAN
LAKE HURON
LAKE ONTARIO
LAKE ERIE

MINNESOTA
DAKOTA
WISCONSIN
MICHIGAN
NEW YORK
VERMONT
N. HAMPSHIRE
MAINE
MASS.
CONN.
R.I.
N. JERSEY
DEL.
IOWA
NEBRASKA
ILLINOIS
INDIANA
OHIO
PENNSYLVANIA
MARYLAND
WEST VIRGINIA
VIRGINIA
KANSAS
MISSOURI
KENTUCKY
TENNESSEE
N. CAROLINA
INDIAN TER.
ARKANSAS
SOUTH CAROLINA
MISSISSIPPI
ALABAMA
GEORGIA
LOUISIANA
FLORIDA
TEXAS
ATLANTIC OCEAN
GULF OF MEXICO

Under $300 per Cap — I
From 300. 750 , , — II
, 750:1250 , , — III
, 1250. 2000 , , — IV
2000 and over

CALIFORNIA
NEVADA
½ Scale of Map.

WEALTH

Compiled from 9th Census.

Drawn by A. de Witzleben 1872.

lith. A Hoen & Co. Balto.

nativity, parentage, and total wealth of the population and the average wealth per capita.

by the United States Bureau of Education.

Special nativity.				Parentage.			Total wealth.	Average wealth.
Austria, Bohemia, and Hungary.	Sweden, Norway, and Denmark.	China and Japan.	Other foreign countries.	Both parents native.	**One parent foreign.	**Both parents foreign.		
152	206	1	913	975,148	4,863	16,981	$201,855,841	$202 46
64	209	98	379	473,854	2,857	7,760	156,394,691	322 82
1,270	2,981	48,859	29,706	236,740	27,784	295,723	638,767,017	1,140 15
279	511	2	1,565	333,804	10,965	192,685	774,631,524	1,441 29
12	17	.....	126	104,654	3,073	17,288	97,180,833	777 35
22	87	1	2,674	178,453	1,836	7,459	44,163,655	235 23
99	91	5	950	1,160,295	5,314	18,500	268,180,543	226 46
9,869	45,570	8	19,616	1,553,856	95,212	890,823	2,121,680,579	835 34
620	2,618	6	7,336	1,339,636	56,937	284,064	1,268,180,543	875 46
9,591	31,179	8	12,716	775,653	55,168	360,971	717,644,750	601 12
591	6,045	.....	2,730	277,188	13,746	173,465	188,892,014	518 36
293	181	8	2,278	1,178,291	15,921	126,799	604,318,522	457 46
487	725	79	7,741	594,904	18,525	113,486	323,125,666	444 51
11	251	4	510	535,264	17,793	73,858	348,155,671	555 34
1,101	225	6	1,834	599,532	21,490	159,872	643,748,976	824 37
379	1,955	127	6,304	831,140	35,859	590,352	2,132,148,741	1,463 03
2,118	5,276	5	17,583	695,900	71,823	416,336	719,208,118	607 40
5,022	58,837	6	6,473	154,190	19,827	265,689	228,909,590	520 59
104	1,241	16	959	800,166	3,789	14,967	209,197,345	252 67
5,609	3,264	4	10,927	1,256,170	48,216	416,909	1,284,922,897	745 87
2,142	3,987	2	1,074	72,976	5,365	44,652	69,277,483	563 26
167	505	3,146	1,508	17,374	1,970	23,147	31,134,012	732 71
16	108	5	243	273,708	3,772	49,820	252,624,112	793 67
1,042	1,154	41	7,189	555,780	29,071	321,245	940,976,064	1,038 48
6,708	8,198	186	30,999	2,157,132	182,515	2,043,112	6,500,841,264	1,483 27
19	51	4	239	1,064,897	2,136	4,328	260,757,244	243 38
5,362	600	12	17,860	1,815,445	118,470	731,345	2,235,430,300	838 72
97	368	3,327	667	70,218	4,549	16,156	51,558,932	567 00
2,260	2,942	33	11,269	2,370,583	159,357	991,851	3,803,340,112	1,081 31
43	152	.....	762	122,263	5,107	89,983	296,965,646	1,366 00
17	111	6	762	689,157	2,867	13,582	208,146,989	294 94
236	474	4	1,912	1,222,194	5,746	30,580	498,237,724	396 60
2,575	926	20	25,332	711,252	10,894	96,433	159,052,542	194 00
2	138	1	176	240,936	11,461	72,154	235,349,553	711 99
99	70	4	882	1,194,369	7,160	23,634	409,588,133	334 31
65	27	.....	627	395,810	9,414	36,790	190,651,491	431 32
15,293	48,057	.....	2,654	336,838	47,073	670,759	702,307,329	665 90
73,836	231,137	56,047	253,649	27,380,770	1,137,925	9,594,558	29,892,535,140	782 42
32	33	21	4,447	2,892	266	6,500	3,440,791	356 26
68	297	7	413	29,157	320	9,347	20,243,303	507 80
327	1,674	.....	72	6,862	715	6,604	5,599,752	394 87
84	56	4	649	97,594	4,923	29,183	126,873,618	963 35
31	240	4,268	204	5,694	209	9,006	6,552,681	426 87
70	324	1,943	312	10,349	884	9,362	15,184,522	318 16
16	26	.....	4,039	83,197	1,326	7,351	31,349,793	341 22
8	7,360	446	1,031	27,762	7,217	51,807	16,159,995	186 20
23	347	266	318	15,573	1,815	6,567	13,562,164	566 10
42	191	143	123	4,118	440	4,560	7,016,748	769 54
698	10,548	7,068	11,728	283,198	19,245	140,287	245,983,367	555 60
74,534	241,685	63,115	265,377	27,666,356	1,157,170	9,734,845	30,068,518,507	779 79

TABLE C.—PART I.—*From the United States Census of* 1870, *showing for each State and Territory the number and sex of the white minor population at various ages.*

	State.	Under 4.			4.			Under 5.			5 to 9.			Under 10.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	Alabama	62,139	31,974	30,165	15,110	7,811	7,299	77,249	39,785	37,464	66,168	33,836	32,332	143,417	73,621	69,796
2	Arkansas	49,755	25,640	24,115	10,957	5,682	5,275	60,712	31,322	29,390	44,915	23,033	21,882	105,627	54,355	51,272
3	California	53,424	26,878	26,546	13,318	6,761	6,557	66,742	33,639	33,103	60,189	30,530	29,659	126,931	64,169	62,762
4	Connecticut	46,330	23,515	22,815	11,285	5,659	5,626	57,615	29,174	28,441	52,130	26,088	26,042	109,745	55,262	54,483
5	Delaware	10,807	5,508	5,299	2,642	1,315	1,327	13,449	6,823	6,626	12,756	6,411	6,345	26,205	13,234	12,971
6	Florida	11,831	6,066	5,765	3,160	1,634	1,526	14,991	7,700	7,291	12,695	6,633	6,062	27,686	14,333	13,353
7	Georgia	77,805	40,182	37,623	18,725	9,707	9,018	96,530	49,889	46,641	79,678	40,793	38,885	176,208	90,682	85,526
8	Illinois	312,534	158,316	154,218	73,952	37,606	36,346	386,486	195,922	190,564	336,435	170,191	166,244	722,921	366,113	356,808
9	Indiana	202,261	102,849	99,412	47,438	23,985	23,453	249,699	126,834	122,865	226,346	115,004	111,342	476,045	241,838	234,207
10	Iowa	153,082	77,300	75,782	36,698	18,906	17,792	189,780	96,206	93,574	164,729	83,831	80,898	354,509	180,037	174,472
11	Kansas	45,894	23,272	22,622	10,574	5,440	5,134	56,468	28,712	27,756	44,642	22,773	21,869	101,110	51,485	49,625
12	Kentucky	138,653	70,950	67,703	33,699	17,189	16,510	172,352	88,139	84,213	152,687	77,750	74,937	325,039	165,889	159,150
13	Louisiana	42,640	21,552	21,088	10,382	5,251	5,131	53,022	26,803	26,219	45,010	23,069	21,941	98,032	49,872	48,160
14	Maine	54,007	27,394	26,613	13,489	6,803	6,686	67,496	34,197	33,299	65,185	33,002	32,183	132,681	67,199	65,482
15	Maryland	66,250	33,426	32,824	16,802	8,552	8,250	83,052	41,978	41,074	74,714	37,982	36,732	157,766	79,960	77,806
16	Massachusetts	126,203	63,456	62,747	29,257	14,858	14,399	155,460	78,314	77,146	138,706	69,328	69,378	294,166	147,642	146,524
17	Michigan	130,834	66,371	64,463	31,076	15,927	15,149	161,910	82,298	79,612	143,849	72,732	71,117	305,759	155,030	150,729
18	Minnesota	56,858	28,600	28,258	13,960	7,046	6,914	70,818	35,646	35,172	63,021	32,047	39,974	133,839	67,693	66,146
19	Mississippi	47,809	24,609	23,200	11,765	6,103	5,662	59,574	30,712	28,862	47,190	24,274	22,916	106,764	54,986	51,778
20	Missouri	208,299	106,657	101,642	50,079	25,658	24,421	258,378	132,315	126,063	222,593	114,193	108,400	480,971	246,508	234,463
21	Nebraska	15,769	8,122	7,647	3,643	1,861	1,782	19,412	9,983	9,429	15,143	7,768	7,375	34,555	17,751	16,804
22	Nevada	2,624	1,316	1,308	644	305	339	3,268	1,621	1,647	2,516	1,303	1,213	5,784	2,924	2,860
23	New Hampshire	23,685	11,988	11,697	5,937	3,021	2,916	29,622	15,009	14,613	28,171	14,247	13,924	57,793	29,256	28,537
24	New Jersey	93,401	47,186	46,215	22,468	11,444	11,024	115,869	58,630	57,239	102,566	51,793	50,773	218,435	110,423	108,012
25	New York	413,530	208,617	204,913	101,809	51,543	50,266	515,339	260,160	255,179	478,673	239,754	238,919	994,012	499,914	494,098
26	North Carolina	78,596	40,422	38,174	19,211	9,933	9,278	97,807	50,355	47,452	83,531	42,563	40,968	181,338	92,918	88,420
27	Ohio	294,834	149,771	145,063	71,706	36,392	35,314	366,540	186,163	180,377	328,912	166,507	162,405	695,452	352,670	342,782
28	Oregon	10,991	5,531	5,460	2,744	1,409	1,335	13,735	6,940	6,795	12,348	6,251	6,097	26,083	13,191	12,892
29	Pennsylvania	390,425	197,287	193,138	94,311	47,511	46,800	484,736	244,798	239,938	425,529	214,444	211,085	910,265	459,242	451,023
30	Rhode Island	18,502	9,333	9,169	4,312	2,133	2,179	22,814	11,466	11,348	19,926	10,021	9,905	42,740	21,487	21,253
31	South Carolina	32,934	16,739	16,195	8,224	4,252	3,972	41,158	20,991	20,167	34,715	17,647	17,068	75,873	38,638	37,235
32	Tennessee	118,567	60,939	57,628	28,753	14,773	13,980	147,320	75,712	71,608	123,409	62,967	60,442	270,729	138,679	132,050
33	Texas	71,091	36,402	34,689	18,017	9,325	8,692	89,108	45,727	43,381	74,482	38,279	36,203	163,590	84,006	79,584
34	Vermont	29,922	15,251	14,671	7,329	3,666	3,663	37,251	18,917	18,334	34,369	17,471	16,898	71,620	36,388	35,232
35	Virginia	81,652	41,709	39,943	19,304	9,939	9,365	100,956	51,648	49,308	83,701	42,750	40,951	184,657	94,398	90,259
36	West Virginia	56,191	28,961	27,230	13,732	6,972	6,760	69,923	35,933	33,990	58,591	30,103	28,488	128,514	66,036	62,478
37	Wisconsin	125,301	63,567	61,734	31,347	15,971	15,376	156,648	79,538	77,110	145,522	73,362	72,160	302,170	152,900	149,270
	Total of States	3,755,430	1,907,656	1,847,774	907,859	462,343	445,516	4,663,289	2,369,999	2,293,290	4,105,742	2,080,730	2,025,012	8,769,031	4,450,729	4,318,302

1	Arizona	594	320	274	152	78	74	746	398	348	665	337	328	1,411	735	676
2	Colorado	4,501	2,265	2,236	919	479	440	5,420	2,744	2,676	3,982	2,091	1,891	9,402	4,835	4,567
3	Dakota	1,480	765	715	330	176	154	1,810	941	869	1,311	668	643	3,121	1,609	1,512
4	Dist. of Columbia	9,709	4,863	4,846	2,357	1,207	1,150	12,066	6,070	5,996	9,592	4,754	4,838	21,658	10,821	10,834
5	Idaho	843	442	401	249	96	123	1,062	538	524	717	361	356	1,779	899	880
6	Montana	1,206	599	607	235	132	103	1,441	731	710	940	501	439	2,381	1,232	1,149
7	New Mexico	10,546	5,224	5,322	2,664	1,332	1,332	13,210	6,556	6,654	11,959	6,050	5,909	25,169	12,606	12,563
8	Utah	13,349	6,840	6,509	3,317	1,694	1,623	16,666	8,534	8,132	13,550	6,833	6,717	30,216	15,367	14,849
9	Washington	2,722	1,400	1,322	730	364	366	3,452	1,764	1,688	2,870	1,458	1,412	6,322	3,222	3,100
10	Wyoming	523	286	237	107	54	53	630	340	290	387	203	184	1,017	543	474
	Total of Territories	45,473	23,004	22,469	11,030	5,612	5,418	56,503	28,616	27,887	45,973	23,256	22,717	102,476	51,872	50,604
	Grand total United States	3,800,903	1,930,660	1,870,243	918,889	467,955	450,934	4,719,792	2,398,615	2,321,177	4,151,715	2,103,986	2,047,729	8,871,507	4,502,601	4,368,906

TABLE C.—PART I.—*From the United States Census of* 1870—Continued.

	State.	10 to 14.			Under 15.			15 to 17.			Under 18.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	Alabama	76,361	38,857	37,504	219,778	112,478	107,300	39,258	19,296	19,962	259,036	131,774	127,262
2	Arkansas	52,514	27,186	25,328	158,141	81,541	76,600	28,436	14,296	14,140	186,577	95,837	90,740
3	California	49,523	25,334	24,189	176,454	89,503	86,951	21,074	10,582	10,492	197,528	100,085	97,443
4	Connecticut	54,133	27,630	26,503	163,878	82,892	80,986	30,350	14,953	15,397	194,228	97,845	96,383
5	Delaware	12,954	6,554	6,400	39,159	19,788	19,371	6,683	3,411	3,272	45,842	23,199	22,643
6	Florida	13,493	6,941	6,552	41,179	21,274	19,905	6,718	3,411	3,307	47,897	24,685	23,212
7	Georgia	91,489	46,522	44,967	267,697	137,204	130,493	47,192	23,030	24,162	314,889	160,234	154,655
8	Illinois	318,948	162,668	156,280	1,041,869	528,781	513,088	155,422	77,723	77,699	1,197,291	606,504	590,787
9	Indiana	220,430	112,216	108,204	696,465	354,054	342,411	112,641	56,266	56,375	809,106	410,320	398,786
10	Iowa	154,436	79,169	75,267	508,945	259,206	249,739	73,919	37,711	36,208	582,864	296,917	285,947
11	Kansas	39,404	20,347	19,057	140,514	71,832	68,682	18,886	9,749	9,137	159,400	81,581	77,819
12	Kentucky	147,302	75,306	71,996	472,341	241,195	231,146	75,779	37,681	38,098	548,120	278,876	269,244
13	Louisiana	48,276	24,126	24,150	146,308	73,998	72,310	24,932	11,841	13,091	171,240	85,839	85,401
14	Maine	69,874	35,753	34,121	202,555	102,952	99,603	39,972	20,162	19,810	242,527	123,114	119,413
15	Maryland	73,904	37,415	36,489	231,670	117,375	114,295	39,616	19,398	20,218	271,286	136,773	134,513
16	Massachusetts	147,149	73,675	73,474	441,315	221,317	219,998	82,810	40,148	42,662	524,125	261,465	262,660
17	Michigan	138,428	70,608	67,820	444,187	225,638	218,549	70,866	35,739	35,127	515,053	261,377	253,676
18	Minnesota	55,018	28,212	26,806	188,857	95,905	92,952	24,236	12,193	12,043	213,093	108,098	104,995
19	Mississippi	53,646	27,709	25,937	160,410	82,695	77,715	28,439	14,265	14,174	188,849	96,960	91,889
20	Missouri	210,479	107,865	102,614	691,450	354,373	337,077	102,476	51,146	51,330	793,926	405,519	388,407
21	Nebraska	13,049	6,774	6,275	47,604	24,525	23,079	6,110	3,142	2,968	53,714	27,667	26,047
22	Nevada	1,850	910	940	7,634	3,834	3,800	817	428	389	8,451	4,262	4,189
23	New Hampshire	31,808	16,538	15,270	89,601	45,794	43,807	18,640	9,215	9,425	108,241	55,009	53,232

TABLE C.—PART I.—*From the United States Census of* 1870—Continued.

	State.	10 to 14.			Under 15.			15 to 17.			Under 18.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
24	New Jersey	100,344	50,619	49,725	318,779	161,042	157,737	51,316	25,296	26,020	370,095	186,338	183,757
25	New York	478,639	240,909	237,730	1,472,651	740,823	731,828	261,050	126,890	134,160	1,733,701	867,713	865,988
26	North Carolina	92,349	46,984	45,365	273,687	139,902	133,785	47,757	23,866	23,891	321,444	163,768	157,676
27	Ohio	326,746	165,227	161,519	1,022,198	517,897	504,301	170,870	83,936	86,934	1,193,068	601,833	591,235
28	Oregon	11,352	5,813	5,539	37,435	19,004	18,431	5,358	2,719	2,639	42,793	21,723	21,070
29	Pennsylvania	415,580	209,747	205,833	1,325,845	668,989	656,856	217,670	107,713	109,957	1,543,515	776,702	766,813
30	Rhode Island	22,114	11,162	10,952	64,854	32,649	32,205	12,581	6,075	6,506	77,435	38,724	38,711
31	South Carolina	39,223	20,125	19,098	115,096	58,763	56,333	20,226	9,962	10,264	135,322	68,725	66,597
32	Tennessee	128,075	65,918	62,157	398,804	204,597	194,207	66,298	32,836	33,462	465,102	237,433	227,669
33	Texas	81,552	42,114	39,438	245,142	126,120	119,022	40,069	19,970	20,099	285,211	146,090	139,121
34	Vermont	34,854	17,836	17,018	106,474	54,224	52,250	20,385	10,245	10,140	126,859	64,469	62,390
35	Virginia	93,060	47,652	45,408	277,717	142,050	135,667	48,826	24,159	24,667	326,543	166,209	160,334
36	West Virginia	57,432	29,403	28,029	185,946	95,439	90,507	28,999	14,409	14,590	214,945	109,848	105,097
37	Wisconsin	139,610	71,009	68,601	441,780	223,909	217,871	67,948	33,830	34,118	509,728	257,739	251,989
	Total of States	4,095,388	2,082,833	2,012,555	12,864,419	6,533,562	6,330,857	2,114,625	1,047,692	1,066,933	14,979,044	7,581,254	7,397,790
1	Arizona	607	340	267	2,018	1,075	943	333	148	185	2,351	1,223	1,128
2	Colorado	3,304	1,670	1,634	12,706	6,505	6,201	1,515	777	738	14,221	7,282	6,939
3	Dakota	1,138	588	550	4,259	2,197	2,062	492	263	229	4,751	2,460	2,291
4	District of Columbia	9,529	4,651	4,878	31,187	15,475	15,712	4,960	2,301	2,659	36,147	17,776	18,371
5	Idaho	567	281	286	2,346	1,180	1,166	253	112	141	2,599	1,292	1,307
6	Montana	745	392	353	3,126	1,624	1,502	342	198	144	3,468	1,822	1,646
7	New Mexico	11,096	5,488	5,608	36,265	18,094	18,171	5,591	2,590	3,001	41,856	20,684	21,172
8	Utah	11,567	5,846	5,721	41,783	21,213	20,570	5,157	2,577	2,580	46,940	23,790	23,150
9	Washington	2,253	1,196	1,057	8,575	4,418	4,157	968	489	479	9,543	4,907	4,636
10	Wyoming	267	140	127	1,284	683	601	152	77	75	1,436	760	676
	Total of Territories	41,073	20,592	20,481	143,549	72,464	71,085	19,763	9,532	10,231	163,312	81,996	81,316
	Grand total United States	4,136,461	2,103,425	2,033,036	13,007,968	6,606,026	6,401,942	2,134,388	1,057,224	1,077,164	15,142,356	7,663,250	7,479,106

TABLE C.—PART I.—*From the United States Census of* 1870—Continued.

	States.	18 to 19.			Under 20.			20.			Under 21.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	Alabama	25,149	12,095	13,054	284,185	143,869	140,316	13,302	5,680	7,622	297,487	149,549	147,938
2	Arkansas	17,263	8,700	8,563	203,840	104,537	99,303	9,714	4,713	5,001	213,554	109,250	104,304
3	California	12,902	6,702	6,200	210,430	106,787	103,643	7,764	4,038	3,726	218,194	110,825	107,369
4	Connecticut	19,963	9,761	10,202	214,191	107,606	106,585	10,792	5,253	5,539	224,983	112,859	112,124
5	Delaware	4,203	2,101	2,102	50,045	25,300	24,745	2,180	1,037	1,143	52,225	26,337	25,888
6	Florida	4,401	2,137	2,264	52,298	26,822	25,476	2,534	1,066	1,468	54,832	27,888	26,944
7	Georgia	29,800	14,440	15,360	344,689	174,674	170,015	15,703	6,832	8,871	360,392	181,506	178,886
8	Illinois	102,536	51,597	50,939	1,299,827	658,101	641,726	54,049	25,915	28,134	1,353,876	684,016	669,860
9	Indiana	72,179	35,855	36,324	881,285	446,175	435,110	34,882	17,051	17,831	916,167	463,226	452,941
10	Iowa	48,092	24,664	23,428	630,956	321,581	309,375	24,294	12,026	12,268	655,250	333,607	321,643
11	Kansas	12,817	6,611	6,206	172,217	88,192	84,025	6,926	3,519	3,407	179,143	91,711	87,432
12	Kentucky	46,396	23,003	23,393	594,516	301,879	292,637	22,529	10,309	12,220	617,045	312,188	304,857
13	Louisiana	15,003	6,860	8,143	186,243	92,699	93,544	7,829	3,266	4,563	194,072	95,965	98,107
14	Maine	26,536	13,352	13,184	269,063	136,466	132,597	13,006	6,282	6,724	282,069	142,748	139,321
15	Maryland	25,435	12,090	13,345	296,721	148,863	147,858	12,603	5,373	7,230	309,324	154,236	155,088
16	Massachusetts	57,826	27,525	30,301	581,951	288,990	292,961	31,710	13,888	17,822	613,661	302,878	310,783
17	Michigan	46,636	23,583	23,053	561,689	284,960	276,729	24,697	12,368	12,329	586,386	297,328	289,058
18	Minnesota	15,158	7,760	7,398	228,251	115,858	112,393	8,531	4,329	4,202	236,782	120,187	116,595
19	Mississippi	18,085	8,896	9,189	206,934	105,856	101,078	9,918	4,643	5,275	216,852	110,499	106,353
20	Missouri	64,780	32,326	32,454	858,706	437,845	420,861	33,973	16,121	17,852	892,679	453,966	438,713
21	Nebraska	4,216	2,218	1,998	57,930	29,885	28,045	2,506	1,273	1,233	60,436	31,158	29,278
22	Nevada	704	430	274	9,155	4,692	4,463	519	326	193	9,674	5,018	4,656
23	New Hampshire	12,839	6,342	6,497	121,080	61,351	59,729	6,787	3,124	3,663	127,867	64,475	63,392
24	New Jersey	33,960	16,129	17,831	404,055	202,467	201,588	17,972	8,137	9,835	422,027	210,604	211,423
25	New York	167,502	79,524	87,978	1,901,203	947,237	953,966	103,877	44,655	59,222	2,005,080	991,892	1,013,188
26	North Carolina	30,684	15,123	15,561	352,128	178,891	173,237	16,341	7,279	9,062	368,469	186,170	182,299
27	Ohio	110,612	53,055	57,557	1,303,680	654,888	648,792	55,123	25,261	29,862	1,358,803	680,149	678,654
28	Oregon	2,947	1,469	1,478	45,740	23,192	22,548	1,478	725	753	47,218	23,917	23,301
29	Pennsylvania	143,561	69,117	74,444	1,687,076	845,819	841,257	71,424	32,783	38,641	1,758,500	878,602	879,898
30	Rhode Island	8,727	4,158	4,569	86,162	42,882	43,280	4,840	2,134	2,706	91,002	45,016	45,986
31	South Carolina	13,247	6,425	6,822	148,569	75,150	73,419	7,292	3,043	4,249	155,861	78,193	77,668
32	Tennessee	41,151	20,258	20,893	506,253	257,691	248,562	21,316	9,758	11,358	527,569	267,449	260,120
33	Texas	24,538	12,080	12,458	309,749	158,170	151,579	13,601	6,495	7,106	323,350	164,665	158,685
34	Vermont	13,202	6,716	6,486	140,061	71,185	68,876	6,966	3,498	3,468	147,027	74,683	72,344
35	Virginia	34,267	14,423	15,844	356,810	180,632	176,178	14,963	6,588	8,375	371,773	187,220	184,553
36	West Virginia	17,758	8,726	9,032	232,703	118,574	114,129	8,499	3,952	4,547	241,202	122,526	118,676
37	Wisconsin	42,214	21,098	21,116	551,942	278,837	273,105	20,888	10,040	10,848	572,830	288,877	283,953
	Total of States	1,363,289	667,349	695,940	16,342,333	8,248,603	8,093,730	721,328	332,780	388,548	17,063,661	8,581,383	8,482,278

TABLE C.—PART I.—*From the United States Census of* 1870—Continued.

	Territories.	18 to 19.			Under 20.			20.			Under 21.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	Arizona	232	139	93	2,583	1,362	1,221	325	161	164	2,908	1,523	1,385
2	Colorado	1,269	678	591	15,490	7,960	7,530	794	418	376	16,284	8,378	7,906
3	Dakota	373	200	173	5,124	2,660	2,464	212	99	113	5,336	2,759	2,577
4	District of Columbia	3,333	1,422	1,911	39,480	19,198	20,282	1,709	604	1,105	41,189	19,802	21,387
5	Idaho	180	90	90	2,779	1,382	1,397	158	87	71	2,937	1,469	1,468
6	Montana	290	173	117	3,758	1,995	1,763	289	214	75	4,047	2,209	1,838
7	New Mexico	4,073	1,920	2,153	45,929	22,604	23,325	2,202	772	1,430	48,131	23,376	24,755
8	Utah	2,887	1,400	1,487	49,827	25,190	24,637	1,457	696	761	51,284	25,886	25,398
9	Washington	513	285	228	10,056	5,192	4,864	315	178	137	10,371	5,370	5,001
10	Wyoming	209	135	74	1,645	895	750	177	120	57	1,822	1,015	807
	Total of Territories	13,359	6,442	6,917	176,671	88,438	88,233	7,638	3,349	4,289	184,309	91,787	92,522
	Grand total United States	1,376,648	673,791	702,856	16,519,004	8,337,041	8,181,963	728,966	336,129	392,837	17,247,970	8,673,170	8,574,800

TABLE C.—PART II.—*From the United States Census of* 1870, *showing for each State and Territory the number and sex of the colored minor population at various ages.*

	States.	Under 4.			4.			Under 5.			5 to 9.			Under 10.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	Alabama	63,046	31,880	31,166	16,155	8,268	7,887	79,201	40,148	39,053	67,547	33,974	33,573	146,748	74,122	72,626
2	Arkansas	17,130	8,616	8,514	4,311	2,193	2,118	21,441	10,809	10,632	15,645	7,896	7,749	37,086	18,705	18,381
3	California	307	144	163	81	49	32	388	193	195	383	201	182	771	394	377
4	Connecticut	814	387	427	176	86	90	990	473	517	766	387	379	1,756	860	896
5	Delaware	2,629	1,291	1,338	635	327	308	3,264	1,618	1,646	2,960	1,502	1,458	6,224	3,120	3,104
6	Florida	11,873	5,841	6,032	3,628	1,914	1,714	15,501	7,755	7,746	13,442	6,787	6,655	28,943	14,542	14,401
7	Georgia	73,852	37,037	36,815	19,023	9,670	9,353	92,875	46,707	46,168	79,031	40,017	39,074	171,966	86,724	85,242
8	Illinois	3,524	1,789	1,735	788	396	392	4,312	2,185	2,127	3,044	1,518	1,526	7,356	3,703	3,653
9	Indiana	2,968	1,471	1,527	586	303	283	3,584	1,774	1,810	3,017	1,527	1,490	6,601	3,301	3,300
10	Iowa	747	408	339	168	84	84	915	492	423	625	317	308	1,540	809	731
11	Kansas	2,310	1,156	1,154	532	261	271	2,842	1,417	1,425	2,137	1,038	1,099	4,979	2,455	2,524
12	Kentucky	27,977	13,991	13,986	6,642	3,276	3,366	34,619	17,267	17,352	31,180	15,740	15,440	65,799	33,007	32,792
13	Louisiana	46,021	22,891	23,130	11,464	5,802	5,662	57,485	28,693	28,792	44,876	22,372	22,504	102,361	51,065	51,296
14	Maine	112	57	55	32	14	18	144	71	73	115	54	61	259	125	134
15	Maryland	20,389	9,991	10,398	5,026	2,496	2,530	25,415	12,487	12,928	22,274	11,243	11,031	47,689	23,730	23,959
16	Massachusetts	1,174	597	577	246	122	124	1,420	719	701	1,075	522	553	2,495	1,241	1,254
17	Michigan	1,251	621	630	290	131	159	1,541	752	789	1,579	797	782	3,120	1,549	1,571
18	Minnesota	71	32	39	19	8	11	90	40	50	62	33	29	152	73	79
19	Mississippi	62,030	31,321	30,709	15,555	7,818	7,737	77,635	39,139	38,496	62,152	31,037	31,115	139,787	70,176	69,611
20	Missouri	14,233	7,278	6,955	3,744	1,889	1,855	17,977	9,167	8,810	16,766	8,487	8,279	34,743	17,654	17,089
21	Nebraska	63	34	29	16	11	5	79	45	34	65	29	36	144	74	70
22	Nevada	16	5	11	7	1	6	23	6	17	18	11	7	41	17	24
23	New Hampshire	36	15	21	7	4	3	43	19	24	34	11	23	77	30	47
24	New Jersey	3,010	1,486	1,524	743	348	395	3,753	1,834	1,919	3,217	1,594	1,623	6,970	3,428	3,542
25	New York	4,161	2,036	2,125	984	521	463	5,145	2,557	2,588	4,556	2,205	2,351	9,701	4,762	4,939
26	North Carolina	52,166	26,032	26,134	13,152	6,669	6,483	65,318	32,701	32,617	54,775	27,418	27,357	120,093	60,119	59,974
27	Ohio	7,158	3,657	3,501	1,707	847	860	8,865	4,504	4,361	7,548	3,774	3,774	16,413	8,278	8,135
28	Oregon	36	17	19	8	5	3	44	22	22	33	19	14	77	41	36
29	Pennsylvania	6,199	3,002	3,197	1,402	716	686	7,601	3,718	3,883	6,271	3,020	3,251	13,872	6,738	7,134
30	Rhode Island	392	215	177	73	34	39	465	249	216	364	181	183	829	430	399
31	South Carolina	54,145	27,239	26,906	14,004	7,124	6,880	68,149	34,363	33,786	57,792	29,395	28,397	125,941	63,758	62,183
32	Tennessee	42,734	21,260	21,474	10,536	5,230	5,306	53,270	26,490	26,780	43,637	22,014	21,623	96,907	48,504	48,403
33	Texas	36,263	18,050	18,213	9,225	4,670	4,555	45,488	22,720	22,768	38,345	19,431	18,914	83,833	42,151	41,682
34	Vermont	87	41	46	23	14	9	110	55	55	67	29	38	177	84	93
35	Virginia	66,170	33,055	33,115	16,313	8,146	8,167	82,483	41,201	41,282	67,908	33,975	33,933	150,391	75,176	75,215
36	West Virginia	2,282	1,163	1,119	517	251	266	2,799	1,414	1,385	2,277	1,159	1,118	5,076	2,573	2,503
37	Wisconsin	234	116	118	46	24	22	280	140	140	211	108	103	491	248	243
	Total of States	627,690	314,222	313,468	157,864	79,722	78,142	785,554	393,944	391,610	655,854	329,822	326,032	1,441,408	723,766	717,642

TABLE C.—PART II.—*From the United States Census of* 1870—Continued.

	Territories.	Under 4.			4.			Under 5.			5 to 9.			Under 10.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	Arizona	2	1	1	.....	.....	.....	2	1	1	.....	.....	.....	2	1	1
2	Colorado	35	16	19	9	6	3	44	22	22	28	15	13	72	37	35
3	Dakota	10	3	7	.....	.....	.....	10	3	7	6	2	4	16	5	11
4	Dist. of Columbia	4,738	2,303	2,435	973	489	484	5,711	2,792	2,919	3,876	1,923	1,953	9,587	4,715	4,872
5	Idaho	1	.....	1	1	1	.....	2	1	1	3	1	2	5	2	3
6	Montana	11	5	6	4	3	1	15	8	7	10	3	7	25	11	14
7	New Mexico	19	11	8	3	2	1	22	13	9	3	2	1	25	15	10
8	Utah	14	7	7	5	3	2	19	10	9	14	4	10	33	14	19
9	Washington	23	7	16	11	3	8	34	10	24	32	20	12	66	30	36
10	Wyoming	7	7	.....	1	1	.....	8	8	.....	5	3	2	13	11	2
	Total of Territories	4,860	2,360	2,509	1,007	508	499	5,867	2,868	2,999	3,977	1,973	2,004	9,844	4,841	5,003
	Grand total, United States	632,550	316,582	315,968	158,871	80,230	78,641	791,421	396,812	394,609	659,831	331,795	328,036	1,451,252	728,607	722,645

TABLE C.—PART II.—*From the United States Census of* 1870—Continued.

	States.	10 to 14.			Under 15.			15 to 17.			Under 18.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	Alabama	63,388	32,496	30,892	210,136	106,618	103,518	30,221	14,804	15,417	240,357	121,422	118,935
2	Arkansas	15,702	8,106	7,596	52,848	26,871	25,977	8,193	4,056	4,137	61,041	30,927	30,114
3	California	385	196	189	1,156	590	566	180	87	93	1,336	677	659
4	Connecticut	945	460	485	2,701	1,320	1,381	575	257	318	3,276	1,577	1,699
5	Delaware	2,918	1,501	1,417	9,142	4,621	4,521	1,536	806	730	10,678	5,427	5,251
6	Florida	12,010	6,352	5,658	40,953	20,894	20,059	5,538	2,749	2,789	46,491	23,643	22,848
7	Georgia	74,493	38,159	36,334	246,459	124,883	121,576	35,562	17,500	18,062	282,021	142,383	139,638
8	Illinois	3,187	1,583	1,604	10,543	5,286	5,257	1,722	860	862	12,265	6,146	6,119
9	Indiana	3,006	1,528	1,478	9,607	4,829	4,778	1,649	775	874	11,256	5,604	5,652
10	Iowa	614	296	318	2,154	1,105	1,049	353	192	161	2,507	1,297	1,210
11	Kansas	2,237	1,088	1,149	7,216	3,543	3,673	1,120	515	605	8,336	4,058	4,278
12	Kentucky	31,975	16,274	15,701	97,774	49,281	48,493	15,565	7,722	7,843	113,339	57,003	56,336

13	Louisiana	42,329	21,408	20,921	144,690	72,473	72,217	20,493	9,614	10,879	165,183	82,087	83,096
14	Maine	160	97	63	419	222	197	129	70	59	548	292	256
15	Maryland	22,574	11,494	11,080	70,263	35,224	35,039	11,371	5,400	5,971	81,634	40,624	41,010
16	Massachusetts	1,201	580	621	3,696	1,821	1,875	782	317	465	4,478	2,138	2,340
17	Michigan	1,485	728	757	4,605	2,277	2,328	768	365	403	5,373	2,642	2,731
18	Minnesota	66	31	35	218	104	114	39	27	12	257	131	126
19	Mississippi	59,099	30,200	28,899	198,886	100,376	98,510	28,308	13,847	14,461	227,194	114,223	112,971
20	Missouri	17,133	8,655	8,478	51,876	26,309	25,567	8,328	3,960	4,368	60,204	30,269	29,935
21	Nebraska	81	37	44	225	111	114	47	16	31	272	127	145
22	Nevada	15	9	6	56	26	30	5	2	3	61	28	33
23	New Hampshire	57	34	23	134	64	70	46	24	22	180	88	92
24	New Jersey	3,458	1,779	1,679	10,428	5,207	5,221	1,952	963	989	12,380	6,170	6,210
25	New York	4,984	2,430	2,554	14,685	7,192	7,493	2,972	1,412	1,560	17,657	8,604	9,053
26	North Carolina	54,489	28,162	26,327	174,582	88,281	86,301	26,581	13,220	13,361	201,163	101,501	99,662
27	Ohio	7,638	3,919	3,719	24,051	12,197	11,854	4,222	2,083	2,139	28,273	14,280	13,993
28	Oregon	34	18	16	111	59	52	12	7	5	123	66	57
29	Pennsylvania	6,960	3,345	3,615	20,832	10,083	10,749	4,020	1,858	2,162	24,852	11,941	12,911
30	Rhode Island	433	217	216	1,262	647	615	309	155	154	1,571	802	769
31	South Carolina	55,324	28,346	26,978	181,265	92,104	89,161	26,598	13,016	13,582	207,863	105,120	102,743
32	Tennessee	45,688	23,184	22,504	142,595	71,688	70,907	22,462	10,987	11,475	165,057	82,675	82,382
33	Texas	34,239	17,593	16,646	118,072	59,744	58,328	16,054	7,737	8,317	134,126	67,481	66,645
34	Vermont	92	52	40	269	136	133	62	33	29	331	169	162
35	Virginia	69,352	35,314	34,038	219,743	110,490	109,253	33,894	16,221	17,673	253,637	126,711	126,926
36	West Virginia	2,389	1,217	1,172	7,465	3,790	3,675	1,155	588	567	8,620	4,378	4,242
37	Wisconsin	208	109	99	699	357	342	142	73	69	841	430	411
	Total of States	640,408	327,057	313,351	2,081,816	1,050,823	1,030,993	312,965	152,318	160,647	2,394,781	1,203,141	1,191,640
1	Arizona				2	1	1				2	1	1
2	Colorado	28	12	16	100	49	51	22	7	15	122	56	66
3	Dakota	4	2	2	20	7	13	6	3	3	26	10	16
4	District of Columbia	4,804	2,230	2,574	14,391	6,945	7,446	2,804	1,092	1,712	17,195	8,037	9,158
5	Idaho	1	1		6	3	3				6	3	3
6	Montana	6	3	3	31	14	17	4	3	1	35	17	18
7	New Mexico	10	6	4	35	21	14	6	1	5	41	22	19
8	Utah	11	6	5	44	20	24	6	3	3	50	23	27
9	Washington	34	20	14	100	50	50	12	7	5	112	57	55
10	Wyoming	5	2	3	18	13	5	11	8	3	29	21	8
	Total of Territories	4,903	2,282	2,621	14,747	7,123	7,624	2,871	1,124	1,747	17,618	8,247	9,371
	Grand total United States	645,311	329,339	315,972	2,096,563	1,057,946	1,038,617	315,836	153,442	162,394	2,412,399	1,211,388	1,201,011

TABLE C.—PART II.—*From the United States Census of* 1870—Continued.

	States.	18 to 19.			Under 20.			20.			Under 21.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	Alabama	19,490	9,442	10,048	259,847	130,864	128,983	13,233	4,990	8,243	273,080	135,854	137,226
2	Arkansas	5,205	2,521	2,684	66,246	33,448	32,798	3,655	1,443	2,212	69,901	34,891	35,010
3	California	112	48	64	1,448	725	723	98	58	40	1,546	783	763
4	Connecticut	474	222	252	3,750	1,799	1,951	297	133	164	4,047	1,932	2,115
5	Delaware	1,031	544	487	11,709	5,971	5,738	604	285	319	12,313	6,256	6,057
6	Florida	3,945	1,921	2,024	50,436	25,564	24,872	2,857	1,187	1,670	53,293	26,751	26,542
7	Georgia	22,700	11,277	11,423	304,721	153,660	151,061	15,248	6,143	9,105	319,969	159,803	160,166
8	Illinois	1,294	679	615	13,559	6,825	6,634	871	413	458	14,430	7,238	7,192
9	Indiana	1,120	568	552	12,376	6,172	6,204	633	300	333	13,009	6,472	6,537
10	Iowa	305	176	129	2,812	1,473	1,339	180	83	97	2,992	1,556	1,436
11	Kansas	690	339	351	9,026	4,397	4,629	428	184	244	9,454	4,581	4,873
12	Kentucky	9,738	4,855	4,883	123,077	61,858	61,219	5,434	2,125	3,309	128,511	63,983	64,528
13	Louisiana	13,769	6,423	7,346	178,952	88,510	90,442	9,252	3,361	5,891	188,204	91,871	96,333
14	Maine	106	65	41	654	357	297	50	30	20	704	387	317
15	Maryland	7,432	3,658	3,774	89,096	44,282	44,784	4,427	1,721	2,706	93,493	46,003	47,490
16	Massachusetts	679	304	375	5,157	2,442	2,715	460	187	273	5,617	2,629	2,988
17	Michigan	530	260	270	5,903	2,902	3,001	337	159	178	6,240	3,061	3,179
18	Minnesota	57	38	19	314	169	145	35	22	13	349	191	158
19	Mississippi	18,203	8,758	9,445	245,397	122,981	122,416	12,462	4,815	7,647	257,859	127,796	130,063
20	Missouri	5,448	2,632	2,816	65,652	32,901	32,751	2,966	1,245	1,721	68,618	34,146	34,472
21	Nebraska	47	24	23	319	151	168	23	10	13	342	161	181
22	Nevada	9	5	4	70	33	37	4	3	1	74	36	38
23	New Hampshire	50	35	15	230	123	107	21	15	6	251	138	113
24	New Jersey	1,378	672	706	13,758	6,842	6,916	779	352	427	14,537	7,194	7,343
25	New York	2,300	1,104	1,196	19,957	9,708	10,249	1,736	785	951	21,693	10,493	11,200
26	North Carolina	17,687	8,697	8,990	218,850	110,198	108,652	10,891	4,201	6,690	229,741	114,399	115,342
27	Ohio	3,053	1,444	1,609	31,326	15,724	15,602	1,548	747	801	32,874	16,471	16,403
28	Oregon	12	8	4	135	74	61	4	2	2	139	76	63
29	Pennsylvania	3,092	1,339	1,753	27,944	13,280	14,664	1,716	725	991	29,660	14,005	15,655
30	Rhode Island	217	99	118	1,788	901	887	128	56	72	1,916	957	959
31	South Carolina	17,229	8,204	9,025	225,092	113,324	111,768	12,538	4,305	8,233	237,630	117,629	120,001
32	Tennessee	13,756	6,568	7,188	178,813	89,243	89,570	9,100	3,426	5,674	187,913	92,669	95,244
33	Texas	9,830	4,654	5,176	143,956	72,135	71,821	6,634	2,568	4,066	150,590	74,703	75,887
34	Vermont	74	36	38	405	205	200	38	23	15	443	228	215
35	Virginia	20,728	9,517	11,211	274,365	136,223	138,137	12,151	4,309	7,842	286,516	140,537	145,979
36	West Virginia	826	417	409	9,446	4,795	4,651	467	205	262	9,913	5,000	4,913
37	Wisconsin	112	77	35	953	507	446	66	40	26	1,019	547	472
	Total of States	202,728	97,630	105,098	2,597,509	1,300,771	1,296,738	131,371	50,656	80,715	2,728,880	1,351,427	1,377,453

1	Arizona	.....	.....	.....	2	1	1	1	1	.....	3	2	1
2	Colorado	33	20	13	155	76	79	17	12	5	172	88	84
3	Dakota	7	3	4	33	13	20	9	4	5	42	17	25
4	District of Columbia	1,911	705	1,206	19,106	8,742	10,364	1,112	312	800	20,218	9,054	11,164
5	Idaho	2	1	1	8	4	4	2	.....	2	10	4	6
6	Montana	5	3	2	40	20	20	6	4	2	46	24	22
7	New Mexico	7	4	3	48	26	22	7	5	2	55	31	24
8	Utah	5	3	2	55	26	29	3	1	2	58	27	31
9	Washington	6	5	1	118	62	56	4	4	.....	122	66	56
10	Wyoming	10	6	4	39	27	12	13	10	3	52	37	15
	Total of Territories	1,986	750	1,236	19,604	8,997	10,607	1,174	353	821	20,778	9,350	11,428
	Grand total United States	204,714	98,380	106,334	2,617,113	1,309,768	1,307,345	132,545	51,009	81,536	2,749,658	1,360,777	1,388,881

TABLE D.—*From the United States Census of* 1870, *showing for each State and Territory the number of the population ten years old and over unable to read, and the number, parentage, race, age, and sex of those ten years old and over unable to write.*

Number.	States.	Cannot read.	Cannot write—persons ten years of age and upward.								
		Persons ten years of age and over.	Total.	Native.	Foreign-born.	White.					
						10 to 15.		15 to 21.		21 and over.	
						Male.	Female.	Male.	Female.	Male.	Female.
1	Alabama	349,771	383,012	382,142	870	13,214	11,016	9,642	9,757	17,429	31,001
2	Arkansas	111,799	133,339	133,043	296	7,985	6,814	6,703	7,213	13,610	21,770
3	California	24,877	31,716	9,520	22,196	1,092	849	1,179	839	12,362	9,837
4	Connecticut	19,680	29,616	5,678	23,938	1,339	1,191	1,266	1,444	8,990	13,683
5	Delaware	19,356	23,100	20,631	2,469	1,045	833	718	652	3,466	4,566
6	Florida	66,238	71,803	71,235	568	2,691	2,392	2,146	2,199	3,876	5,600
7	Georgia	418,553	468,593	467,503	1,090	19,843	16,654	13,101	12,911	21,899	40,531
8	Illinois	86,368	133,584	90,595	42,989	6,562	5,303	7,208	6,893	40,801	56,857
9	Indiana	76,634	127,124	113,185	13,939	5,582	4,779	7,325	7,093	36,331	57,651
10	Iowa	24,115	45,671	24,979	20,692	3,401	2,457	2,044	1,636	14,782	19,825
11	Kansas	16,369	24,550	20,449	4,101	1,491	1,099	1,311	908	5,994	6,175
12	Kentucky	249,567	332,176	324,945	7,231	31,752	26,614	18,724	18,036	43,826	62,725
13	Louisiana	257,184	276,158	268,773	7,385	7,130	6,395	4,710	4,926	12,048	15,540
14	Maine	13,486	19,052	7,986	11,066	1,782	1,368	1,247	1,186	6,516	6,775
15	Maryland	114,100	135,499	126,907	8,592	4,274	3,653	3,022	3,077	13,344	19,422
16	Massachusetts	74,935	97,742	7,912	89,830	2,215	2,144	3,013	4,394	30,990	52,890
17	Michigan	34,613	53,127	22,547	30,580	4,728	3,294	2,973	2,125	17,543	17,986
18	Minnesota	12,747	24,413	5,558	18,855	2,122	1,680	1,014	975	8,041	10,109
19	Mississippi	291,718	313,310	312,483	827	8,174	6,555	5,447	4,749	9,357	13,746
20	Missouri	146,771	222,411	206,827	15,584	27,509	21,864	14,755	12,731	34,780	50,124
21	Nebraska	2,365	4,861	3,552	1,309	1,167	869	317	212	956	1,169
22	Nevada	727	872	98	774	8	15	20	10	474	126
23	New Hampshire	7,618	9,926	1,992	7,934	456	377	712	700	3,361	4,225
24	New Jersey	37,057	54,687	29,726	24,961	2,987	2,546	2,113	2,209	14,515	21,916
25	New York	163,501	239,271	70,702	168,569	10,772	9,127	8,138	10,435	73,208	116,744
26	North Carolina	339,789	397,690	397,573	117	20,240	18,407	15,384	16,527	33,111	62,728
27	Ohio	92,720	173,172	134,102	39,070	15,064	11,372	8,568	7,491	41,439	68,449
28	Oregon	2,609	4,427	3,003	1,424	572	388	161	109	1,085	1,096
29	Pennsylvania	131,728	222,356	126,803	95,553	5,735	4,953	8,504	9,655	61,350	116,261
30	Rhode Island	15,416	21,921	4,444	17,477	1,289	1,185	1,090	1,383	5,922	10,152
31	South Carolina	265,892	290,379	289,726	653	7,299	6,375	5,411	5,691	12,490	17,901
32	Tennessee	290,549	364,697	362,955	1,742	20,887	17,991	15,962	17,349	37,713	68,825
33	Texas	189,423	221,703	203,334	18,369	11,171	8,748	7,144	6,482	17,505	19,845
34	Vermont	15,185	17,706	3,902	13,804	1,035	815	1,317	1,105	6,867	6,445

35	Virginia	390,913	445,893	444,623	1,270	18,745	15,358	11,095	10,343	27,646	40,351
36	West Virginia	48,802	81,490	78,389	3,101	10,704	9,342	5,808	5,913	15,181	24,545
37	Wisconsin	35,031	55,441	14,113	41,328	5,030	4,244	2,777	2,467	17,637	22,670
	Total	4,438,206	5,552,488	4,791,935	760,553	287,092	238,416	202,069	201,945	726,375	1,120,261
1	Arizona	2,690	2,753	262	2,491	177	122	242	254	1,167	767
2	Colorado	6,297	6,823	6,568	255	483	487	498	717	2,305	2,074
3	Dakota	1,249	1,563	758	805	56	58	44	47	403	306
4	District of Columbia	22,845	28,719	26,501	2,218	366	293	150	311	1,214	2,542
5	Idaho	3,293	3,388	138	3,250	17	19	9	19	315	107
6	Montana	667	918	394	524	69	36	20	29	399	81
7	New Mexico	48,836	52,220	49,311	2,909	4,530	4,893	3,956	5,734	14,892	17,135
8	Utah	2,515	7,363	3,334	4,029	1,539	1,289	523	429	1,137	2,180
9	Washington	1,018	1,307	804	503	71	58	44	34	437	179
10	Wyoming	468	602	266	336	22	19	14	14	326	86
	Total	89,878	105,656	88,336	17,320	7,330	7,274	5,509	7,588	22,595	25,457
	Grand total	4,528,084	5,658,144	4,880,271	777,873	294,422	245,690	207,578	209,533	748,970	1,145,718

TABLE D.—*From the United States Census of* 1870—Continued.

Cannot write—persons ten years of age and upward.

Number.	States.	Colored.						Chinese.*						Indian.					
		10 to 15.		15 to 21.		21 and over.		10 to 15.		15 to 21.		21 and over.		10 to 15.		15 to 21.		21 and over.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	Alabama	24,391	22,615	25,616	28,915	91,017	98,344	.....	.....	.....	.....	.....	.....	5	12	2	4	16	16
2	Arkansas	5,352	4,982	5,863	6,655	23,681	22,689	3	.....	.....	.....	1	.....	3	2	2	.....	3	8
3	California	24	21	30	34	468	339	130	13	471	147	1,730	362	110	71	146	197	701	564
4	Connecticut	69	62	83	130	627	704	.....	.....	.....	.....	.....	.....	.....	2	2	2	7	15
5	Delaware	925	860	1,054	1,011	3,765	4,205	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Florida	4,190	3,513	4,957	5,376	16,806	18,052	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....
7	Georgia	33,364	31,253	31,295	34,813	100,551	112,361	.....	.....	.....	.....	.....	.....	2	2	.....	2	5	6
8	Illinois	235	325	620	619	3,969	4,082	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	5
9	Indiana	347	348	550	650	3,182	3,181	.....	.....	.....	.....	.....	.....	9	7	3	9	30	47
10	Iowa	32	38	71	75	635	673	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
11	Kansas	342	314	449	497	2,772	2,839	.....	.....	.....	.....	.....	.....	8	10	10	22	128	181
12	Kentucky	12,891	12,067	12,157	12,769	37,889	43,277	.....	.....	.....	.....	.....	.....	5	11	1	8	6	18
13	Louisiana	16,978	16,375	15,873	19,718	76,612	79,437	.....	.....	.....	.....	41	1	42	31	33	42	119	107
14	Maine	13	3	17	14	69	57	.....	.....	.....	.....	.....	.....	1	1	1	.....	.....	2
15	Maryland	7,143	6,502	7,075	8,278	27,123	32,582	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1	2
16	Massachusetts	29	30	76	147	822	1,044	.....	.....	.....	.....	2	.....	3	.....	3	2	2	6
17	Michigan	170	199	169	161	1,015	941	.....	.....	.....	.....	.....	.....	122	104	152	168	517	760
18	Minnesota	2	4	11	4	44	37	.....	.....	.....	.....	.....	.....	36	30	32	19	110	143
19	Mississippi	24,076	22,606	23,216	26,867	80,810	87,327	.....	.....	1	.....	15	.....	32	27	35	44	102	124
20	Missouri	5,364	5,133	5,355	6,181	18,002	20,587	.....	.....	.....	.....	.....	.....	2	1	2	6	6	9
21	Nebraska	16	10	15	21	93	50	.....	.....	.....	.....	.....	.....	4	3	3	2	3	11
22	Nevada	.....	.....	.....	.....	15	6	2	.....	22	4	161	9	.....	.....	.....	.....	.....	.....
23	New Hampshire	4	3	10	8	38	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	New Jersey	432	443	481	551	2,881	3,509	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1	2
25	New York	371	366	585	622	3,912	4,874	.....	.....	3	.....	10	2	4	6	11	4	30	47
26	North Carolina	21,313	19,642	21,341	23,464	68,669	76,177	.....	.....	.....	.....	.....	.....	85	85	63	89	136	229
27	Ohio	1,274	1,115	1,372	1,398	7,531	8,076	.....	.....	.....	.....	.....	.....	2	3	3	1	4	10
28	Oregon	3	4	4	3	48	28	9	.....	35	12	731	21	6	9	12	7	21	63
29	Pennsylvania	401	450	719	1,096	5,758	7,469	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	3
30	Rhode Island	26	20	63	49	291	421	.....	.....	.....	.....	.....	.....	.....	1	1	2	5	11
31	South Carolina	20,887	19,918	20,329	25,276	70,830	77,924	.....	.....	.....	.....	.....	.....	7	2	2	5	11	21
32	Tennessee	16,407	15,225	16,299	18,835	55,938	63,248	.....	.....	.....	.....	.....	.....	2	1	1	.....	6	8
33	Texas	14,323	13,366	13,070	15,040	47,235	47,583	.....	.....	.....	.....	.....	.....	19	9	16	16	79	52
34	Vermont	3	3	16	12	45	37	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	2	3

35	Virginia	29,723	27,710	26,161	31,047	97,208	109,687	.....	.....	.....	.....	1	.....	5	10	9	11	37	46
36	West Virginia	861	804	844	860	3,186	3,442	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	Wisconsin	12	7	25	16	185	115	.....	.....	.....	.....	.....	.....	24	11	18	20	59	104
	Total	242,093	226,336	235,871	271,212	854,422	935,436	144	13	532	163	2,693	395	538	451	565	682	2,159	2,625
1	Arizona	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	5	.....	1	2	2	4	4	5
2	Colorado	4	4	13	14	63	48	.....	.....	.....	.....	.....	.....	9	11	18	23	7	45
3	Dakota	1	1	3	8	6	12	.....	.....	.....	.....	.....	.....	64	73	58	70	147	296
4	District of Columbia	972	1,160	1,117	2,238	7,599	10,757	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Idaho	1	.....	1	1	4	9	26	.....	295	15	2,471	65	1	.....	2	1	6	4
6	Montana	2	2	2	13	34	15	4	.....	12	.....	103	10	1	3	5	9	13	47
7	New Mexico	5	4	7	11	58	24	.....	.....	.....	.....	.....	.....	140	146	110	187	81	307
8	Utah	2	1	.....	1	8	10	6	.....	54	2	149	4	5	2	6	11	2	3
9	Washington	2	2	4	2	15	9	.....	.....	.....	.....	.....	.....	8	7	14	90	70	261
10	Wyoming	1	.....	3	.....	33	12	.....	.....	15	1	18	.....	.....	3	2	5	6	22
	Total	990	1,174	1,150	2,288	7,821	10,896	36	.....	376	18	2,746	79	229	247	217	400	336	900
	Grand total	243,083	227,510	237,021	273,500	862,243	946,332	180	13	908	181	5,439	474	767	698	782	1,082	2,495	3,525

* It would appear that some assistant marshals committed the fault of returning as illiterate the Chinese who could not write English, although they were able to read and write their own language.

TABLE E.—*From the United States Census of* 1870, *showing for each State and Territory the population and number of illiterates at various ages, and the percentage of illiteracy to population of corresponding age.*

[NOTE.—The columns in this table marked * * * were computed and inserted by the United States Bureau of Education.]

	State.	Total population, 10 and over.			Illiterates, 10 and over.			Per cent. of illiterates, 10 and over, to total population of same age.			Poeulation, 10–21.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
						* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *
1	Alabama	706, 802	340, 984	365, 818	383, 012	181, 332	201, 680	54. 19	53. 18	55. 13	280, 428	137, 669	142, 759
2	Arkansas	341, 737	175, 194	166, 543	133, 339	63, 206	70, 133	39. 02	36. 08	42. 11	140, 787	71, 111	69, 676
3	California	430, 444	283, 740	146, 704	31, 716	18, 443	13, 273	7. 37	6. 50	9. 05	103, 071	56, 055	47, 016
4	Connecticut	425, 896	209, 120	216, 776	29, 616	12, 383	17, 233	6. 95	5. 92	7. 95	117, 583	58, 705	58, 878
5	Delaware	92, 586	46, 274	46, 312	23, 100	10, 973	12, 127	24. 95	23. 71	26. 19	32, 109	16, 239	15, 870
6	Florida	131, 119	65, 673	65, 446	71, 803	34, 671	37, 132	54. 76	52. 79	56. 74	51, 497	25, 764	25, 733
7	Georgia	835, 929	401, 547	434, 382	468, 593	220, 060	248, 533	56. 06	54. 80	57. 22	332, 197	163, 967	168, 290
8	Illinois	1, 809, 606	946, 717	862, 889	133, 584	59, 500	74, 084	7. 38	6. 29	8. 59	638, 037	321, 444	316, 593
9	Indiana	1, 197, 936	612, 832	585, 104	127, 124	53, 359	73, 765	10. 61	8. 71	12. 61	446, 605	224, 590	222, 015
10	Iowa	837, 959	445, 064	392, 895	45, 671	20, 965	24, 706	5. 45	4. 71	6. 29	302, 210	154, 329	147, 881
11	Kansas	258, 051	148, 152	109, 899	24, 550	12, 505	12, 045	9. 51	8. 44	10. 96	82, 726	42, 472	40, 254
12	Kentucky	930, 136	466, 762	463, 374	332, 176	157, 251	174, 925	35. 71	33. 69	37. 62	354, 753	177, 286	177, 467
13	Louisiana	526, 392	261, 170	265, 222	276, 158	133, 586	142, 572	52. 46	51. 15	53. 75	182, 062	86, 983	95, 079
14	Maine	493, 847	245, 704	248, 143	19, 052	9, 646	9, 406	3. 86	3. 93	3. 79	149, 956	75, 881	74, 075
15	Maryland	575, 439	281, 294	294, 145	135, 499	61, 983	73, 516	23. 55	22. 03	24. 99	197, 363	96, 549	100, 814
16	Massachusetts	1, 160, 666	554, 886	605, 780	97, 742	37, 085	60, 657	8. 42	6. 68	10. 01	322, 731	156, 713	166, 018
17	Michigan	873, 763	460, 408	413, 355	53, 127	27, 389	25, 738	6. 08	5. 95	6. 22	285, 009	144, 464	140, 545
18	Minnesota	305, 568	167, 456	138, 112	24, 413	11, 412	13, 001	7. 99	6. 81	9. 41	103, 337	52, 717	50, 620
19	Mississippi	581, 206	288, 185	293, 021	313, 310	151, 265	162, 045	53. 91	52. 49	55. 30	228, 306	113, 210	115, 096
20	Missouri	1, 205, 568	632, 179	573, 389	222, 411	105, 775	116, 636	18. 45	16. 73	20. 34	445, 614	223, 963	221, 651
21	Nebraska	88, 265	52, 588	35, 677	4, 861	2, 574	2, 287	5. 51	4. 89	6. 41	26, 105	13, 506	12, 599
22	Nevada	36, 655	29, 430	7, 225	872	702	170	2. 38	3. 39	2. 34	4, 411	2, 489	1, 922
23	New Hampshire	260, 426	126, 353	134, 073	9, 926	4, 581	5, 345	3. 81	3. 63	3. 99	70, 225	35, 331	34, 924
24	New Jersey	680, 687	335, 819	344, 868	54, 687	23, 411	31, 276	8. 03	6. 97	9. 07	211, 173	103, 956	107, 217
25	New York	3, 378, 959	1, 658, 504	1, 720, 455	239, 271	97, 044	142, 227	7. 08	5. 85	8. 27	1, 023, 161	497, 763	525, 398
26	North Carolina	769, 629	365, 528	404, 101	397, 690	180, 242	217, 348	51. 67	49. 34	53. 79	297, 181	147, 715	149, 466
27	Ohio	1, 953, 374	976, 588	976, 786	173, 172	75, 257	97, 915	8. 86	7. 71	10. 03	679, 840	335, 686	344, 154
28	Oregon	64, 685	39, 861	24, 824	4, 427	2, 687	1, 740	6. 84	6. 74	7. 61	21, 745	11, 244	10, 501
29	Pennsylvania	2, 597, 809	1, 292, 518	1, 305, 291	222, 356	82, 469	139, 887	8. 56	6. 38	10. 72	864, 036	426, 635	437, 401
30	Rhode Island	173, 751	82, 824	90, 927	21, 921	8, 687	13, 234	12. 62	10. 49	14. 55	49, 385	24, 072	25, 313
31	South Carolina	503, 763	241, 492	262, 271	290, 379	137, 266	153, 113	57. 64	56. 84	58. 34	191, 704	93, 440	98, 264
32	Tennessee	890, 872	436, 154	454, 718	364, 697	163, 215	201, 482	40. 94	37. 42	44. 31	347, 877	172, 954	174, 923
33	Texas	571, 075	297, 356	273, 719	221, 703	110, 562	111, 141	38. 82	37. 18	40. 60	226, 617	113, 262	113, 355
34	Vermont	258, 751	129, 248	129, 503	17, 706	9, 286	8, 420	6. 84	7. 18	6. 50	75, 674	38, 440	37, 234

BRITISH POSSESSIONS

LAKE SUPERIOR

LAKE MICHIGAN

LAKE HURON

LAKE ONTARIO

LAKE ERIE

ATLANTIC OCEAN

GULF OF MEXICO

MINNESOTA

DAKOTA

WISCONSIN

MICHIGAN

NEW YORK

MAINE

N. HAMPSHIRE

VERMONT

MASS.

CONN.

R. I.

N. JERSEY

DEL.

MARYLAND

PENNSYLVANIA

IOWA

NEBRASKA

ILLINOIS

INDIANA

OHIO

WEST VIRGINIA

VIRGINIA

KANSAS

MISSOURI

KENTUCKY

TENNESSEE

N. CAROLINA

SOUTH CAROLINA

GEORGIA

ALABAMA

MISSISSIPPI

LOUISIANA

TEXAS

FLORIDA

INDIAN TER.

ARKANSAS

Under 5 Percent.
From 5: 11 „
„ 12:20 „
„ 21:39 „
„ 40:59 „
60 and over

CALIFORNIA

NEVADA

½ Scale of Map.

ILLITERACY.

Compiled from 9th Census.

Drawn by A. de Witzleben. 1872.

Lith. A. Hoen & Co. Balto.

35	Virginia	890,056	427,455	462,601	445,893	211,330	234,563	50.10	49.44	50.77	323,302	158,213	165,089
36	West Virginia	308,424	154,234	154,190	81,490	36,584	44,906	26.42	23.72	29.12	117,526	58,917	58,609
37	Wisconsin	751,704	391,603	360,101	55,441	25,767	29,674	7.38	6.58	8.24	271,517	136,444	135,073
	Total of States	27,899,535	14,070,896	13,828,639	5,552,488	2,554,553	2,997,935	19.90	18.15	21.61	9,597,890	4,770,118	4,827,772
1	Arizona	8,237	6,148	2,089	2,753	1,599	1,154	32.42	26.01	55.24	1,512	795	717
2	Colorado	30,349	19,931	10,418	6,823	3,400	3,423	22.48	17.06	32.86	7,061	3,633	3,428
3	Dakota	10,640	7,047	3,593	1,563	782	781	14.69	11.10	21.74	2,571	1,323	1,248
4	District of Columbia	100,453	46,652	53,801	28,719	11,418	17,301	28.59	24.47	32.16	30,168	13,323	16,845
5	Idaho	13,189	11,270	1,919	3,388	3,148	240	25.69	27.93	12.51	1,563	947	616
6	Montana	18,170	15,517	2,653	918	673	245	5.05	4.34	9.23	1,836	1,087	749
7	New Mexico	66,464	34,415	32,049	52,220	23,779	28,441	78.57	69.10	88.74	23,679	11,082	12,597
8	Utah	56,515	28,729	27,786	7,363	3,431	3,932	13.03	11.94	14.15	21,303	10,686	10,617
9	Washington	17,334	11,611	5,723	1,307	665	642	7.54	5.73	11.22	4,459	2,328	2,131
10	Wyoming	8,059	6,650	1,409	602	440	162	7.47	6.62	11.50	903	543	360
	Total of Territories	329,410	187,970	141,440	105,656	49,335	56,321	32.07	26.25	39.82	95,055	45,747	49,308
	Grand total United States	28,228,945	14,258,866	13,970,079	5,658,144	2,603,888	3,054,256	20.04	18.26	21.87	9,692,945	4,815,865	4,877,080

TABLE E.—*From the United States Census of* 1870—Continued.

	State.	Illiterates, 10-21.			Per cent. of illiterates, 10-21, to population of same age.			Male adults.			Female adults.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total No.	Illiterates.	Per cent.	Total No.	Illiterates.	Per cent.
		* * *	* * *	* * *	* * *	* * *	* * *		* * *	* * *		* * *	* * *
1	Alabama	145,189	72,870	72,319	51.97	52.93	50.66	203,315	108,462	53.35	223,059	129,361	57.99
2	Arkansas	51,577	25,911	25,666	36.63	36.44	36.84	104,083	37,295	35.83	96,867	44,467	45.91
3	California	5,353	3,182	2,171	5.19	5.68	4.62	227,685	15,261	6.70	99,688	11,102	11.14
4	Connecticut	5,590	2,759	2,831	4.75	4.69	4.81	150,415	9,624	6.40	157,898	14,402	9.12
5	Delaware	7,098	3,742	3,356	22.11	23.04	21.15	30,035	7,231	24.08	30,442	8,771	28.81
6	Florida	27,464	13,984	13,480	53.33	54.28	52.38	39,909	20,687	51.84	39,713	23,652	59.56
7	Georgia	193,240	97,605	95,635	58.17	59.55	56.83	237,640	122,455	51.53	266,092	152,898	57.46
8	Illinois	27,865	14,725	13,140	4.37	4.58	4.15	625,273	44,775	7.16	546,296	60,944	11.16
9	Indiana	26,702	13,816	12,886	5.98	6.15	5.80	388,242	39,543	10.09	363,089	60,879	16.77
10	Iowa	9,754	5,548	4,206	3.23	3.59	2.84	290,735	15,417	5.30	245,014	20,500	8.37
11	Kansas	6,461	3,611	2,850	7.81	8.50	7.08	105,680	8,894	8.42	69,645	9,195	13.20
12	Kentucky	144,435	75,530	68,905	40.71	42.60	38.83	289,476	81,721	28.23	285,907	106,020	37.08
13	Louisiana	92,253	44,766	47,487	50.67	51.47	49.94	174,187	88,820	50.99	170,143	95,085	55.89
14	Maine	5,633	3,061	2,572	3.76	4.03	3.47	169,823	6,585	3.88	174,068	6,834	3.91
15	Maryland	43,024	21,514	21,510	21.80	22.28	21.34	184,745	40,469	21.91	193,331	52,006	26.90
16	Massachusetts	12,056	5,339	6,717	3.74	3.41	4.05	398,173	31,746	7.97	439,762	53,940	12.27
17	Michigan	14,365	8,314	6,051	5.04	5.76	4.31	315,944	19,075	6.04	272,810	19,687	7.22
18	Minnesota	5,929	3,217	2,712	5.74	6.10	5.36	114,739	8,195	7.14	871,492	10,289	1.18
19	Mississippi	121,829	60,981	60,848	53.36	53.87	52.87	174,975	90,284	51.60	177,925	101,197	56.88
20	Missouri	98,903	52,987	45,916	22.19	23.66	20.71	408,216	52,788	12.93	351,738	70,720	20.11
21	Nebraska	2,579	1,522	1,057	9.88	11.27	8.39	39,082	1,052	2.69	23,078	1,230	5.33
22	Nevada	81	52	29	1.84	2.09	1.51	26,941	650	2.41	5,303	141	2.66
23	New Hampshire	2,270	1,182	1,088	3.23	3.35	3.12	91,022	3,399	3.73	99,149	4,257	4.29
24	New Jersey	11,863	6,014	5,849	5.62	5.79	5.46	231,863	17,397	7.50	237,651	25,427	10.70
25	New York	40,444	19,884	20,560	3.95	3.99	3.91	1,116,741	77,160	6.91	1,195,057	121,667	10.18
26	North Carolina	156,640	78,426	78,214	52.71	53.09	52.33	217,813	101,916	46.79	254,635	139,134	54.64
27	Ohio	47,663	26,283	21,380	7.01	7.83	6.21	640,902	48,974	7.64	632,632	76,535	12.10
28	Oregon	1,334	802	532	6.13	7.13	5.07	28,617	1,885	6.59	14,323	1,208	8.43
29	Pennsylvania	31,513	15,359	16,154	3.65	3.60	3.69	865,883	67,110	7.75	867,890	123,733	14.26
30	Rhode Island	5,119	2,469	2,650	10.37	10.26	10.47	58,752	6,218	10.58	65,614	10,584	16.13
31	South Carolina	111,202	53,935	57,267	58.01	57.72	58.28	148,052	83,331	56.28	164,007	95,846	58.44
32	Tennessee	138,959	69,558	69,401	39.94	40.22	39.68	263,200	93,657	35.58	279,795	132,081	47.21
33	Texas	89,404	45,743	43,661	39.45	40.39	38.52	184,094	64,819	35.21	160,364	67,480	42.08
34	Vermont	4,307	2,372	1,935	5.69	6.17	5.20	90,808	6,914	7.61	92,269	6,485	7.03
35	Virginia	170,217	85,738	84,479	52.65	54.19	51.17	269,242	125,592	46.65	297,512	150,084	50.45
36	West Virginia	35,136	18,217	16,919	29.90	30.94	28.87	95,317	18,367	19.27	95,581	27,987	29.28

37	Wisconsin	14,671	7,886	6,785	5.40	5.78	5.02	255,159	17,881	7.01	225,028	22,889	10.17
	Total of States	1,908,122	968,904	939,218	19.87	20.31	19.45	9,300,778	1,585,649	17.05	9,000,867	2,058,717	22.87
1	Arizona	804	422	382	53.19	53.08	53.28	5,353	1,177	21.98	1,372	772	56.27
2	Colorado	2,281	1,025	1,256	32.30	28.21	36.64	16,298	2,375	14.57	6,990	2,167	31.00
3	Dakato	483	226	257	18.78	17.00	20.59	5,724	556	9.71	2,345	524	22.30
4	District of Columbia	6,607	2,605	4,002	21.90	19.55	23.76	33,329	8,813	26.44	36,956	13,299	35.98
5	Idaho	407	352	55	26.04	37.17	8.93	10,323	2,796	27.15	1,303	185	14.19
6	Montana	216	124	92	11.77	11.41	12.28	14,430	549	3.80	1,904	153	8.04
7	New Mexico	19,723	8,748	10,975	83.29	78.94	87.12	23,333	15,031	64.42	19,452	17,466	89.79
8	Utah	3,870	2,135	1,735	18.16	19.98	16.34	18,043	1,296	7.20	17,169	2,197	12.79
9	Washington	336	143	193	7.54	6.14	9.06	9,283	522	5.62	3,592	449	12.50
10	Wyoming	99	57	42	10.96	10.49	11.66	6,107	383	6.27	1,049	120	11.44
	Total of Territories	34,826	15,837	18,989	36.64	34.62	38.51	142,223	33,498	23.55	92,132	37,332	40.52
	Grand total United States	1,942,948	984,741	958,207	20.05	20.45	19.65	9,443,001	1,619,147	17.15	9,092,999	2,096,049	23.05

TABLE F.—PART I.—*From the United States Census of 1870, showing for each State and Territory the number of universities, of colleges, of academies, and of schools of law, the number and sex of instructors and pupils, and the income from various sources.*

[NOTE.—Each university has been treated as a group of classical and professional or technical schools. Its statistics have been twice inserted: once in parts distributed among such special schools, and included in the totals of "all classes;" again, in entirety, under "universities," the figures not being included in such totals.]

	States.	UNIVERSITIES.								COLLEGES.							
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.		
		Number.	Male.	Female.	Male.	Female.	From endowment.	From taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female.	From endowment.	From taxation and public funds.	Other sources, including tuition.
1	Alabama	.....	.....	.....	.....	.....	.....	.....	.....	8	42	21	496	530	$31,500	.....	$77,300
2	Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	3	8	2	125	110	.....	.....	7,700
3	California	2	15	3	185	65	$57,600	$112,376	$5,000	17	108	48	2,032	1,014	58,200	$113,876	423,810
4	Connecticut	1	64	.....	756	.....	62,554	8,100	64,407	3	46	....	765	.....	70,421	.....	64,222
5	Delaware	.....	.....	.....	.....	.....	.....	.....	.....	2	7	8	17	120	.....	.....	18,350
6	Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Georgia	3	18	.....	379	.....	16,000	.....	15,600	28	77	56	973	1,620	36,350	75	112,441
8	Illinois	6	53	3	1,129	148	45,623	.....	27,508	26	190	33	3,930	727	109,210	25,000	136,855
9	Indiana	6	66	7	1,428	239	32,800	17,700	17,059	16	115	28	2,431	671	48,520	17,700	96,030
10	Iowa	1	32	3	225	178	20,000	10,000	.....	21	109	30	1,685	1,376	54,000	10,000	37,950
11	Kansas	2	12	1	124	168	713	11,670	7,533	5	24	3	260	229	2,604	11,670	47,457
12	Kentucky	2	33	.....	1,092	.....	30,000	10,000	25,000	42	119	104	3,395	2,469	180,831	3,999	246,607
13	Louisiana	2	42	7	834	326	29,500	78,000	2,950	8	84	16	1,139	428	31,750	82,300	36,144
14	Maine	1	7	.....	68	.....	10,726	.....	3,639	4	26	1	295	1	23,226	24,000	11,639
15	Maryland	2	19	.....	230	.....	.....	.....	16,000	19	121	2	1,782	372	6,800	20,200	233,427
16	Massachusetts	1	76	.....	1,107	.....	160,624	.....	94,520	6	137	....	1,230	.....	231,065	.....	177,061
17	Michigan	1	33	.....	1,040	32	37,000	15,000	23,000	9	66	22	1,122	582	55,442	6,464	36,999
18	Minnesota	2	14	4	261	148	.....	16,000	24,000	4	27	4	376	148	.....	16,000	36,600
19	Mississippi	1	10	.....	200	.....	11,500	20,000	8,000	18	32	32	500	792	11,500	22,709	46,500
20	Missouri	2	40	17	769	200	17,646	7,003	81,494	37	179	82	3,483	2,584	39,946	8,120	275,789
21	Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	1	4	1	26	.....	.....	.....	8,000
22	Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	1	29	....	289	.....	9,000	.....	20,000
24	New Jersey	.....	.....	.....	.....	.....	.....	.....	.....	4	58	....	553	94	12,000	.....	83,159
25	New York	7	93	18	1,032	312	145,793	7,401	321,004	24	335	77	4,492	1,034	582,279	133,805	677,475
26	North Carolina	1	6	.....	40	.....	.....	3,000	3,000	22	60	31	694	832	5,820	3,000	85,470
27	Ohio	9	55	2	1,147	83	33,600	.....	35,177	33	238	30	4,596	1,587	144,574	.....	155,480
28	Oregon	2	7	5	147	151	10,400	.....	4,280	6	16	10	420	319	14,900	170	10,580
29	Pennsylvania	6	110	17	1,391	170	72,900	17,500	91,450	*a*33	249	100	3,597	1,300	307,010	17,500	409,423

30	Rhode Island	1	11	.....	203	.....	30,000	.....	15,150	1	11	....	203	.....	30,000	.....	15,150
31	South Carolina	2	9	2	145	75	5,000	.....	8,000	9	40	18	480	275	16,000	4,500	34,300
32	Tennessee	8	52	10	1,311	255	24,360	2,500	53,400	51	140	86	3,082	2,497	63,540	4,110	221,300
33	Texas	1	6	.....	129	.....	400	.....	4,400	*b*4	16	2	319	105	400	.....	14,100
34	Vermont	1	15	.....	115	.....	1,200	8,164	8,500	3	19	....	155	.....	8,550	3,203	9,498
35	Virginia	1	27	.....	475	.....	7,800	13,000	68,000	*c*14	93	20	1,535	562	25,626	17,250	160,453
36	West Virginia	1	11	.....	170	.....	6,000	22,800	1,200	6	31	18	599	691	13,500	22,800	22,000
37	Wisconsin	3	27	10	532	293	4,200	18,134	33,763	12	62	37	1,439	948	30,603	13,823	116,874
	Total of States	78	953	109	16,564	2,843	873,939	396,348	1,062,935	500	2,918	922	48,575	24,017	2,255,167	582,265	4,166,143
1	Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Colorado	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	District of Columbia	3	82	4	1,014	90	20,000	.....	97,310	4	46	4	726	76	20,000	.....	73,500
5	Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	1	4	....	251	.....	.....	.....	4,500
8	Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Washington	1	1	3	80	59	800	.....	2,700	2	5	3	140	59	800	.....	4,000
10	Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total of Territories	4	83	7	1,094	149	20,800	.....	100,010	7	55	7	1,117	135	20,800	.....	82,000
	Grand total United States	82	1,036	116	17,658	2,992	894,739	396,348	1,162,945	507	2,973	929	49,692	24,152	2,275,967	582,265	4,248,143

a Including the Pennsylvania Military College.
b One classical college and one medical college in Galveston County, and one commercial college in Anderson County, reported without teachers, pupils, or income.
c Including the Virginia Military Institute.

TABLE F.—PART I.—*Showing for each State and Territory the number of universities, colleges, &c.*—Continued.

	States.	ACADEMIES.								PROFESSIONAL: SCHOOLS OF LAW.							
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.		
		Number.	Male.	Female.	Male.	Female.	From endowment.	From taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female.	From endowment.	From taxation and public funds.	Other sources, including tuition.
1	Alabama	46	68	64	1,231	1,855	.....	.....	$142,750	.....	.....	.....	.....	.....	.....	.....	.....
2	Arkansas	30	39	22	1,102	1,042	.....	$3,550	21,837	.....	.....	.....	.....	.....	.....	.....	.....
3	California	5	8	13	115	83	.....	.....	24,000	.....	.....	.....	.....	.....	.....	.....	.....
4	Connecticut	.....	.....	.....	.....	.....	.....	.....	.....	1	3	....	23	.....	.....	.....	$1,840
5	Delaware	9	25	23	463	259	.....	.....	35,200	.....	.....	.....	.....	.....	.....	.....	.....
6	Florida	10	16	16	318	262	$2,100	4,870	4,035	.....	.....	.....	.....	.....	.....	.....	.....
7	Georgia	123	152	74	3,384	3,174	3,950	14,648	142,703	1	2	....	17	.....	.....	.....	1,050
8	Illinois	32	64	161	1,394	3,296	20,421	.....	237,222	2	3	....	59	3	.....	.....	4,335
9	Indiana	16	26	99	1,305	2,275	1,000	8,050	64,940	1	2	....	51	.....	.....	.....	(*a*)
10	Iowa	34	46	57	1,019	1,314	.....	.....	55,880	1	4	....	25	.....	.....	.....	(*a*)
11	Kansas	6	6	30	159	256	2,000	.....	12,900	.....	.....	.....	.....	.....	.....	.....	.....
12	Kentucky	095	146	140	3,049	3,175	4,000	9,148	241,350	2	6	....	70	.....	$1,049	$350	2,845
13	Louisiana	28	33	243	852	1,838	2,525	2,300	193,700	1	4	....	18	.....	.....	.....	180
14	Maine	44	76	82	2,445	2,176	41,784	7,033	40,842	.....	.....	.....	.....	.....	.....	.....	.....
15	Maryland	34	57	132	1,009	1,196	1,500	6,105	239,000	1	2	....	32	.....	.....	.....	3,000
16	Massachusetts	50	83	100	1,754	1,789	28,766	4,544	252,015	1	3	....	120	.....	(*c*)	.....	(*c*)
17	Michigan	3	4	9	45	140	.....	.....	9,722	1	4	....	290	2	10,078	4,083	6,265
18	Minnesota	3	5	5	82	51	.....	.....	3,145	.....	.....	.....	.....	.....	.....	.....	.....
19	Mississippi	1	3	5	.....	123	.....	450	4,000	1	1	....	25	.....	.....	2,000	1,250
20	Missouri	45	86	247	1,769	3,272	521	2,000	201,707	1	6	....	30	1	.....	.....	3,000
21	Nebraska	1	1	2	25	35	.....	.....	1,900	.....	.....	.....	.....	.....	.....	.....	.....
22	Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	New Hampshire	36	50	59	1,367	1,529	35,346	.....	53,031	.....	.....	.....	.....	.....	.....	.....	.....
24	New Jersey	1	.....	10	.....	60	.....	.....	6,000	.....	.....	.....	.....	.....	.....	.....	.....
25	New York	189	445	752	9,795	14,417	932	133,548	1,158,204	3	15	....	330	.....	.....	.....	41,093
26	North Carolina	111	135	103	2,866	2,140	2,200	1,040	95,391	.....	.....	.....	.....	.....	.....	.....	.....
27	Ohio	94	204	383	5,603	6,583	25,000	.....	466,125	1	3	....	75	.....	.....	.....	3,750
28	Oregon	10	16	15	507	423	600	.....	20,713	.....	.....	.....	.....	.....	.....	.....	.....
29	Pennsylvania	138	313	263	6,010	4,977	8,600	7,745	393,672	.....	.....	.....	.....	.....	.....	.....	.....
30	Rhode Island	2	10	6	241	174	.....	.....	20,400	.....	.....	.....	.....	.....	.....	.....	.....
31	South Carolina	17	30	16	650	504	15,000	50	57,775	1	2	....	40	.....	.....	.....	8,000
32	Tennessee	152	208	183	6,418	6,875	5,160	6,135	236,190	1	1	....	80	.....	.....	.....	6,000
33	Texas	3	12	20	170	120	.....	.....	3,500	1	1	....	32	.....	.....	.....	800

34	Vermont	41	74	100	2,029	1,944	2,400	373	77,277								
35	Virginia	88	141	65	2,201	1,826	1,080		189,512	2	3		125			2,000	9,026
36	West Virginia	8	8	12	125	187			16,856								
37	Wisconsin	5	6	18	205	246	2,000		21,200	1	6		13			524	730
	Total of States	1,510	2,596	3,529	59,702	69,116	206,885	211,589	4,744,694	24	71		1,455	6	11,127	8,957	93,164
1	Arizona																
2	Colorado	2		12		120			5,800								
3	Dakota																
4	District of Columbia	1		24		120			35,000	2	7		212				15,000
5	Idaho																
6	Montana	1		8	10	40			1,200								
7	New Mexico	3		17		235			12,250								
8	Utah																
9	Washington	1	2	2	29	32			1,188								
10	Wyoming																
	Total of Territories	8	2	63	39	547			55,438	2	7		212				15,000
	Grand total United States	1,518	2,598	3,592	59,741	69,663	206,885	211,580	4,800,132	26	78		1,667	6	11,127	8,957	108,164

a Income included in that of universities. *b* Including the Kentucky Military Academy. *c* Income included in that of colleges.

TABLE F.—PART II.—*From the United States Census of* 1870, *showing for each State and Territory the number of schools of medicine, of theology, of science and agriculture, and of commercial schools, the number and sex of instructors and pupils, and the income from other sources.*

	States.	PROFESSIONAL.														
		Schools of medicine.								Schools of theology.						
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.		
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.
1	Alabama	1	7	....	30	.....	.....	$10,000	.....	1	2	....	21	.....	.....	.....	$1,800
2	Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	California	1	15	....	140	.....	.....	.....	$110,000	2	16	....	248	.....	.....	.....	125,000
4	Connecticut	1	8	....	33	.....	$1,179	.....	.....	2	9	....	78	.....	$25,000	.....	1,000
5	Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Georgia	2	23	....	230	.....	.....	.....	40,500	.....	.....	.....	.....	.....	.....	.....	.....
8	Illinois	2	19	....	358	.....	17,000	.....	19,991	9	28	....	575	.....	50,453	.....	62,349
9	Indiana	1	5	....	43	.....	.....	.....	2,500	2	3	....	43	.....	.....	.....	(*a*)
10	Iowa	1	7	....	120	.....	.....	.....	4,000	4	10	....	64	.....	3,250	.....	3,800
11	Kansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	Kentucky	4	24	....	644	.....	.....	.....	38,000	5	13	....	263	.....	157,130	$1,477	2,734
13	Louisiana	2	19	....	94	.....	.....	.....	41,575	1	3	....	18	.....	.....	.....	4,500
14	Maine	2	14	....	124	.....	.....	150	9,600	1	4	....	33	.....	8,000	.....	.....
15	Maryland	2	20	....	185	.....	.....	.....	8,300	4	24	....	177	.....	.....	.....	12,000
16	Massachusetts	2	23	2	300	23	(*b*)	.....	*b*3,561	6	42	....	232	.....	*b*55,800	.....	*b*2,540
17	Michigan	1	6	....	300	18	10,976	4,453	6,823	1	1	....	25	.....	1,000	.....	1,000
18	Minnesota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Missouri	6	67	....	286	.....	.....	.....	24,800	3	10	....	83	.....	10,800	.....	.....
21	Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	New Hampshire	1	14	....	52	.....	.....	.....	2,849	.....	.....	.....	.....	.....	.....	.....	.....
24	New Jersey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	New York	10	102	3	1,408	46	.....	20,000	172,474	4	26	....	247	50	37,000	.....	36,205
26	North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	10	36	....	441	.....	62,158	.....	86,306
27	Ohio	10	56	....	747	.....	.....	.....	54,800	11	32	....	344	.....	42,500	.....	.....
28	Oregon	1	7	....	15	1	(*c*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	Pennsylvania	6	63	4	1,035	44	5,000	.....	117,000	11	47	....	408	.....	108,103	.....	20,846

30	Rhode Island															
31	South Carolina	1	15		40		10,000		1,000	3	13		104		10,506		40,909
32	Tennessee	1	12		60				6,000	3	3		125		5,600		
33	Texas	1								1	2		3				(c)
34	Vermont	1	8		48		517	3,517	3,661								
35	Virginia	2	24		105			4,750	12,192	5	14		241		11,600		12,500
36	West Virginia																
37	Wisconsin									3	19		272				56,000
	Total of States	62	558	9	6,397	132	44,672	42,870	679,626	92	357		4,045	50	588,900	1,477	469,489
1	Arizona																
2	Colorado																
3	Dakota																
4	District of Columbia	3	32		212	5			13,500								
5	Idaho																
6	Montana																
7	New Mexico																
8	Utah																
9	Washington																
10	Wyoming																
	Total of Territories	3	32		212	5			13,500								
	Grand total United States	65	590	9	6,609	137	44,672	42,870	693,126	92	357		4,045	50	588,900	1,477	469,489

a Income included in that of universities.
b The income of the several professional schools of the university, except the dental, is included in that of colleges.
c Income included in that of colleges.

TABLE F.—PART II.—*From the United States Census of* 1870—Continued.

	States.	TECHNICAL.															
		Schools of science and agriculture.								Commercial schools.							
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.		
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.
1	Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	California	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Connecticut	1	21	....	123	.....	$6,900	$8,100	$8,700	2	12	....	150	.....	.....	.....	$49,000
5	Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Illinois	2	18	4	276	84	25,290	30,154	7,328	3	5	2	120	20	.....	.....	8,000
9	Indiana	.....	.....	.....	.....	.....	.....	.....	.....	2	17	....	430	.....	.....	.....	22,500
10	Iowa	1	8	3	142	49	2,800	34,541	270	7	15	...	782	33	.....	.....	24,831
11	Kansas	1	6	2	98	75	15,000	.....	6,000	5	12	2	252	63	.....	.....	9,200
12	Kentucky	1	10	....	300	.....	11,659	3,886	2,720	1	1	....	15	18	.....	.....	627
13	Louisiana	.....	.....	.....	.....	.....	.....	.....	.....	8	16	....	580	7	$3,575	$1,192	13,234
14	Maine	.....	.....	.....	.....	.....	.....	.....	.....	4	30	....	690	.....	.....	.....	19,700
15	Maryland	1	6	....	98	.....	6,000	5,907	18,370	5	9	....	241	114	20,000	.....	12,500
16	Massachusetts	1	12	....	119	.....	9,536	50,000	30,767	3	14	....	733	.....	.....	.....	21,240
17	Michigan	1	8	....	114	9	2,779	25,000	5,446	7	25	2	768	118	.....	.....	39,058
18	Minnesota	.....	.....	.....	.....	.....	.....	.....	.....	6	13	2	259	55	.....	.....	11,660
19	Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	1	4	....	60	.....	.....	.....	3,000
20	Missouri	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	8	21	....	780	192	.....	.....	42,050
22	Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	New Hampshire	1	26	....	77	.....	13,060	5,000	3,065	1	2	....	23	7	.....	.....	2,675
24	New Jersey	1	4	....	37	.....	.....	6,942	1,541	2	8	....	522	8	.....	.....	10,500
25	New York	.....	.....	.....	.....	.....	.....	.....	.....	25	119	8	6,880	816	.....	.....	288,042
26	North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28	Oregon	1	2	....	25	.....	.....	960	.....	15	38	5	1,040	.....	.....	.....	57,000
29	Pennsylvania	1	8	....	50	.....	.....	24,000	9,000	2	3	....	35	.....	.....	.....	3,200
30	Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	8	44	1	1,692	60	.....	.....	81,759
		.....	.....	.....	.....	.....	.....	.....	.....	2	15	....	540	40	.....	.....	13,000

31	South Carolina																
32	Tennessee									7	9		302				19,100
33	Texas									1							
34	Vermont	1	3		20		213	1,444	1,504								
35	Virginia									2	4		70				5,480
36	West Virginia									1	2		34				1,850
37	Wisconsin	2	8		94			3,788	5,277	3	6		190	21			9,200
	Total of States	16	140	9	1,573	217	93,177	199,722	99,988	131	444	22	17,188	1,572	23,575	1,192	768,406
1	Arizona																
2	Colorado																
3	Dakota																
4	District of Columbia																
5	Idaho									2	8	3	274	109			14,310
6	Montana																
7	New Mexico																
8	Utah																
9	Washington									1	1		10	10			500
10	Wyoming																
	Total of Territories									3	9	3	284	119			14,810
	Grand total United States	16	140	9	1,573	217	93,177	199,722	99,988	134	453	25	17,472	1,691	23,575	1,192	783,216

TABLE F.—PART III.—*From the United States Census of* 1870, *showing for each State and Territory the number of schools of art and music, of asylums for the blind, for the deaf and dumb, and for idiots, the number and sex of instructors and pupils, and the income from various sources.*

	States.	TECHNICAL.															
		Art and music.								Asylums for the blind.							
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.		
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.
1	Alabama																
2	Arkansas	2	1	2	5	15			$1,000	1	2	2	10	20		$11,000	
3	California	8	17	7	215	72			51,810	1	2	1	19	17			
4	Connecticut																
5	Delaware																
6	Florida																
7	Georgia	4	3	1		53			4,000	1	2	2	10	15		11,000	
8	Illinois	2	4	6	25	209			11,440	1	3	2	36	34		25,000	
9	Indiana	4	4	5	34	218			8,720	1	3	4	43	57		32,500	
10	Iowa	2	3	3	12	141			4,550	1	5	5	46	54		45,946	
11	Kansas									1		3	8	12		7,403	
12	Kentucky	27	15	26	133	1,079			58,360	1	4	6	32	32		13,037	$616
13	Louisiana	2	1	1	10	39			1,650	1	2		17	6		15,000	
14	Maine	4	4	3	70	192			3,600								
15	Maryland	6	20	5	624	230		$3,000	7,141	1	2	2	21	24		12,000	1,500
16	Massachusetts	2	27	2	147	613			46,500	1	4	8	83	64		30,000	13,977
17	Michigan	10	18	149	92	2,272			61,465								
18	Minnesota																
19	Mississippi																
20	Missouri	3	4	1	75	50			2,000	1		5	9	12		8,439	
21	Nebraska	3	1	3	19	40			2,000	1	3	4	48	40		20,400	1,300
22	Nevada																
23	New Hampshire																
24	New Jersey																
25	New York	4	58		1,085	1,844			99,285	2	9	16	117	109	$2,192	74,800	2,118
26	North Carolina																
27	Ohio									1	5	3	55	47		30,204	
28	Oregon																
29	Pennsylvania	2	8	1	62	112			6,450	1	14	10	97	86	7,000	30,000	10,560

30	Rhode Island																		
31	South Carolina									1	2		8	6					
32	Tennessee	11	10	22	55	536			36,660	1	1	3	15	23		10,300	1,509		
33	Texas									1	1	1	10	11		5,750			
34	Vermont																		
35	Virginia																		
36	West Virginia	1	1		20				900										
37	Wisconsin									1	2	4	26	24		18,000	1,634		
38	District of Columbia																		
39	Utah	3	3	1	60	40			800										
	Total	100	202	238	2,743	7,755		3,000	408,331	21	66	81	710	693	9,192	400,779	33,154		

TABLE F.—PART III.—*From the United States Census of* 1870—Continued.

	States.	TECHNICAL.																	
		Asylums for the deaf and dumb.								Asylums for idiots.									
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.				
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.		
1	Alabama	*a*1	3		21	34		$12,005											
2	Arkansas	1	1		13	11		10,900											
3	California	1	2		38	25		*b*35,640											
4	Connecticut	2	10	7	166	118	$20,508		$48,343	1	1	1	15	20		$3,000	$6,000		
5	Delaware																		
6	Florida																		
7	Georgia	1	3	1	22	20		8,000	2,350										
8	Illinois	1	8	7	137	122		61,164	9,230	1		4	35	25		20,000	1,430		
9	Indiana	1	8	5	143	129		60,000											
10	Iowa	1	5	1	56	35		15,390	614										
11	Kansas	1	2	1	30	21		13,580											
12	Kentucky	1	3	3	43	37	1,500	17,200	400	1		3	36	37		15,000	1,206		
13	Louisiana	1	3	1	26	17		16,800	201										
14	Maine																		
15	Maryland	1	4	2	55	25		21,000											

TABLE F.—PART III.—*From the United States Census of* 1870—Continued.

	States.	TECHNICAL.															
		Asylums for the deaf and dumb.								Asylums for idiots.							
		Number.	Teachers.		Pupils.		Income.			Number.	Teachers.		Pupils.		Income.		
			Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.		Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.
16	Massachusetts	2	.....	8	40	32	$3,903	$10,513	$6,085	1	.....	4	51	39	.....	$16,500	$4,129
17	Michigan	a1	9	5	80	75	.....	37,500	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Minnesota	a1	2	4	47	29	.....	16,625	1,006	.....	.....	.....	.....	.....	.....	.....	.....
19	Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Missouri	2	3	4	50	87	.....	29,163	400	.....	.....	.....	.....	.....	.....	.....	.....
21	Nebraska	1	1	.....	7	4	.....	5,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	New Jersey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	New York	3	14	19	354	255	.....	79,003	14,104	1	.....	3	49	51	.....	25,000	.....
26	North Carolina	a1	7	6	99	81	180	39,219	2,000	.....	.....	.....	.....	.....	.....	.....	.....
27	Ohio	1	11	4	151	115	.....	67,171	.....	1	1	5	80	65	.....	42,295	.....
28	Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	Pennsylvania	2	10	3	128	107	25,000	1,000	20,250	1	.....	6	108	75	.....	29,344	19,156
30	Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31	South Carolina	1	1	2	4	9	.....	b8,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Tennessee	1	6	1	51	50	.....	26,150	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	Texas	1	1	1	20	10	.....	9,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	Virginia	a1	9	3	71	50	.....	35,000	3,168	.....	.....	.....	.....	.....	.....	.....	.....
36	West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	Wisconsin	1	6	2	73	49	.....	28,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	District of Columbia	1	9	1	64	16	.....	45,000	5,000	.....	.....	.....	.....	.....	.....	.....	.....
39	Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total	33	141	91	1,989	1,563	51,091	708,023	113,151	7	2	26	374	312	.....	151,139	31,915

a Includes statistics of the blind.

b Includes income of the asylum for the blind.

TABLE F.—PART IV.—*From the United States Census of* 1870, *showing for each State and Territory the number of schools of dentistry, of mining, of other technical and of other private schools, the number and sex of instructors and pupils, and the income from various sources.*

	States.	DENTISTRY.								MINING.							
		Number.	Teachers.		Pupils.		Income.			Number.	Teachers.		Pupils.		Income.		
			Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.		Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources including tuition.
1	Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	California	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Connecticut	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Illinois	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Indiana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Kansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	Kentucky	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Louisiana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Maine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	Maryland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	Massachusetts	1	5	.....	16	.....	.....	.....	$3,600	1	6	.....	10	.....	(*a*)	.....	(*a*)
17	Michigan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Minnesota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Missouri	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	New Jersey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	New York	.....	.....	.....	.....	.....	.....	.....	.....	1	22	.....	79	.....	.....	.....	$39,290
26	North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28	Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	Pennsylvania	2	17	.....	154	.....	.....	.....	20,000	.....	.....	.....	.....	.....	.....	.....	.....
30	Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31	South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Tennessee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE F.—PART IV.—*From the United States Census of* 1870—Continued.

	States.	DENTISTRY.								MINING.							
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.		
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.
33	Texas																
34	Vermont																
35	Virgin'a									1	2		25		$2,600	$2,000	$4,000
36	West Virginia																
37	Wisconsin																
	Total	3	22		170				$23,600	3	30		114		2,600	2,000	43,290
	Territories.																
1	Arizona																
2	Colorado																
3	Dakota																
4	District of Columbia																
5	Idaho																
6	Montana																
7	New Mexico																
8	Utah																
9	Washington																
10	Wyoming																
	Total																
	Grand total	3	22		170				23,600	3	30		114		2,600	2,000	43,290

a Income included in that of colleges.

TABLE F.—PART IV.—*From the United States Census of* 1870—Continued.

	States.	OTHER TECHNICAL.								OTHER PRIVATE SCHOOLS.							
		Number.	Teachers.		Pupils.		Income.			Number.	Teachers.		Pupils.		Income.		
			Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.		Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.
1	Alabama	.....	.....	.....	.....	.....	.....	.....	.....	100	77	72	2,034	2,351	.....	$2,000	$69,370
2	Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	197	144	108	3,581	3,447	.....	.....	73,514
3	California	2	9	.....	183	.....	.....	.....	$49,500	167	98	205	2,305	3,324	$500	600	276,639
4	Connecticut	.....	.....	.....	.....	.....	.....	.....	.....	271	145	318	4,548	4,283	16,470	.....	147,750
5	Delaware	.....	.....	.....	.....	.....	.....	.....	.....	38	8	51	919	962	.....	.....	31,433
6	Florida	.....	.....	.....	.....	.....	.....	.....	.....	141	69	116	1,796	2,162	650	7,220	59,305
7	Georgia	.....	.....	.....	.....	.....	.....	.....	.....	1,471	1,070	632	22,319	23,623	19,132	21,610	651,646
8	Illinois	.....	.....	.....	.....	.....	.....	.....	.....	705	1,266	2,122	39,255	39,142	39,195	7,943	1,225,234
9	Indiana	1	3	.....	61	18	$1,100	.....	620	152	92	193	4,539	5,525	.....	6,200	63,201
10	Iowa	.....	.....	.....	.....	.....	.....	.....	.....	103	66	77	1,936	3,342	.....	.....	42,550
11	Kansas	.....	.....	.....	.....	.....	.....	.....	.....	11	4	9	291	380	.....	.....	7,350
12	Kentucky	1	5	.....	161	.....	6,256	$2,085	1,460	234	143	209	5,226	6,131	2,130	2,713	340,235
13	Louisiana	.....	.....	.....	.....	.....	.....	.....	.....	366	625	378	14,895	14,252	350	2,905	274,397
14	Maine	.....	.....	.....	.....	.....	.....	.....	.....	98	36	106	1,391	2,789	1,500	400	58,494
15	Maryland	.....	.....	.....	.....	.....	.....	.....	.....	220	295	429	8,157	9,438	2,890	27,000	195,778
16	Massachusetts	3	39	.....	334	.....	*a*26,761	3,152	*a*26,590	482	269	620	7,941	11,309	.....	.....	533,690
17	Michigan	.....	.....	.....	.....	.....	.....	.....	.....	148	74	192	2,638	3,684	1,500	.....	86,874
18	Minnesota	.....	.....	.....	.....	.....	.....	.....	.....	46	22	55	1,420	1,635	2,000	.....	38,189
19	Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	1,543	1,018	632	22,259	19,731	.....	133,825	549,675
20	Missouri	.....	.....	.....	.....	.....	.....	.....	.....	648	364	585	16,465	20,739	1,000	.....	585,076
21	Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	9	7	7	188	218	.....	.....	8,500
22	Nevada	.....	.....	.....	.....	.....	.....	.....	.....	15	4	24	214	303	.....	3,000	26,220
23	New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	38	22	43	1,040	885	300	.....	27,322
24	New Jersey	*b*1	.....	.....	.....	.....	.....	.....	.....	349	403	364	26,629	21,495	.....	.....	1,226,330
25	New York	2	16	.....	126	.....	4,560	.....	25,585	1,068	1,154	1,986	45,747	53,366	9,549	299,537	2,993,480
26	North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	592	412	420	7,726	8,008	360	11,648	181,433
27	Ohio	.....	.....	.....	.....	.....	.....	.....	.....	327	372	456	17,873	14,136	.....	.....	627,600
28	Oregon	.....	.....	.....	.....	.....	.....	.....	.....	23	11	43	220	806	6,600	.....	51,542
29	Pennsylvania	8	39	1	980	123	5,000	.....	35,700	552	397	806	19,749	25,175	63,783	18,000	534,332
30	Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	69	36	98	1,771	2,377	450	.....	130,430
31	South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	136	88	95	2,289	2,378	.....	.....	92,150
32	Tennessee	.....	.....	.....	.....	.....	.....	.....	.....	634	471	290	12,151	11,701	3,700	2,370	313,880
33	Texas	.....	.....	.....	.....	.....	.....	.....	.....	535	567	82	11,690	10,586	360	480	360,490

TABLE F.—PART IV.—*From the United States Census of* 1870—Continued.

	States.	OTHER TECHNICAL.								OTHER PRIVATE SCHOOLS.							
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.		
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female	From endowment.	Taxation and public funds.	Other sources, including tuition.
34	Vermont	.....	.....	.....	.....	.....	.....	.....	.....	208	81	253	3,171	3,479	.....	$11,427	$67,006
35	Virginia	1	2	.....	50	.....	$5,200	$2,000	$4,000	1,786	1,117	1,029	22,180	22,278	$430	1,723	545,225
36	West Virginia	1	1	.....	16	.....	.....	.....	500	57	30	48	857	927	.....	.....	19,844
37	Wisconsin	.....	.....	.....	.....	.....	.....	.....	.....	56	13	97	1,279	2,127	.....	1,000	82,273
	Total	20	114	1	1,911	141	48,817	7,237	143,955	13,595	11,070	13,250	338,839	357,791	163,249	564,581	12,618,467
	Territories.																
1	Arizona	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	7	72	60	.....	.....	6,000
2	Colorado	.....	.....	.....	.....	.....	.....	.....	.....	16	8	12	203	193	.....	350	6,740
3	Dakota	.....	.....	.....	.....	.....	.....	.....	.....	1	1	3	15	17	.....	.....	600
4	District of Columbia	.....	.....	.....	.....	.....	.....	.....	.....	84	66	155	3,144	3,363	.....	.....	150,003
5	Idaho	.....	.....	.....	.....	.....	.....	.....	.....	4	3	4	75	85	.....	.....	3,760
6	Montana	.....	.....	.....	.....	.....	.....	.....	.....	8	1	10	52	99	.....	.....	7,045
7	New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	35	29	17	679	445	.....	1,200	10,936
8	Utah	.....	.....	.....	.....	.....	.....	.....	.....	263	203	200	9,774	11,173	.....	4,151	144,996
9	Washington	.....	.....	.....	.....	.....	.....	.....	.....	13	3	24	191	288	.....	.....	8,568
10	Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	5	5	6	90	40	.....	.....	5,500
	Total	.....	.....	.....	.....	.....	.....	.....	.....	430	319	438	14,295	15,763	.....	5,701	344,148
	Grand total	20	114	1	1,911	141	48,817	7,237	143,955	14,025	11,389	13,688	353,134	373,554	163,249	570,282	12,962,615

a The income of the several professional schools of the university, except the dental, is included in that of colleges.
b The statistics of this school are included in those of the agricultural school.

TABLE F.—PART V.—*From the United States Census of 1870, showing for each State and Territory the number of normal and of other public schools, and the number of schools of all classes, the sex and number of instructors and pupils, the income from various sources, the number of churches, the number of sittings, and the value of church property.*

	States.	NORMAL SCHOOLS.								OTHER PUBLIC SCHOOLS.							
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.		
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.
1	Alabama	14	13	12	260	228	(*a*)	.....	.....	2,798	2,160	823	33,130	33,645	$8,000	$447,156	$174,470
2	Arkansas	1	1	2	36	26	$7,000	$3,061	.....	1,743	1,457	506	37,067	34,916	300	526,820	15,280
3	California	*b*1	.....	.....	.....	.....	.....	.....	.....	1,341	767	1,116	39,772	35,755	357	1,519,348	108,028
4	Connecticut	1	2	2	41	39	.....	7,500	.....	1,634	450	1,903	45,515	42,854	409	1,209,289	209,648
5	Delaware	1	1	6	.....	100	.....	.....	$4,060	325	106	275	7,694	9,041	.....	120,429	3,300
6	Florida	2	5	4	260	215	2,000	5,500	1,000	224	164	92	4,414	5,243	2,000	56,052	9,837
7	Georgia	4	4	12	324	323	.....	6,867	1,000	242	176	135	5,366	5,127	7,128	52,426	108,423
8	Illinois	4	11	6	489	316	(*a*)	.....	.....	11,046	8,780	11,300	342,956	333,862	.....	5,858,249	1,952,016
9	Indiana	1	3	3	49	54	(*a*)	.....	.....	8,870	6,399	4,697	228,140	217,833	.....	2,002,052	61,547
10	Iowa	1	.....	2	13	13	(*a*)	.....	.....	7,321	3,381	5,483	100,295	105,602	3,100	3,241,752	500
11	Kansas	1	2	3	78	83	.....	10,000	.....	1,662	827	1,032	29,554	28,315	.....	635,532	15,103
12	Kentucky	1	1	3	110	100	(*a*)	.....	.....	4,726	3,467	1,880	111,692	106,338	24,885	604,905	520,661
13	Louisiana	1	5	4	75	51	(*a*)	.....	.....	177	117	333	12,020	13,686	.....	445,683	28,024
14	Maine	15	11	14	306	453	.....	10,854	970	4,550	2,250	4,350	73,087	78,919	4,116	799,087	28,408
15	Maryland	3	4	11	70	195	.....	9,800	780	1,424	929	1,206	42,857	40,104	4,507	1,029,335	101,635
16	Massachusetts	5	9	38	61	990	(*a*)	.....	.....	5,155	744	5,349	121,511	119,583	27,315	3,069,085	111,426
17	Michigan	3	10	3	301	287	(*a*)	.....	.....	5,411	2,786	6,178	123,683	130,557	.....	2,019,622	144,867
18	Minnesota	3	5	15	185	364	.....	.....	18,000	2,421	914	1,824	52,986	49,873	.....	870,476	6,728
19	Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	(*c*)	.....	.....	.....	.....	.....	.....	.....
20	Missouri	5	14	15	206	352	3,300	7,629	7,175	5,991	4,400	2,933	163,376	156,379	2,000	3,000,137	72,492
21	Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	781	436	377	9,227	7,825	.....	181,435	725
22	Nevada	.....	.....	.....	.....	.....	.....	.....	.....	38	9	47	1,065	791	.....	81,273	.....
23	New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	2,464	510	2,600	30,275	29,133	1,643	391,991	9,676
24	New Jersey	1	4	4	29	250	.....	10,000	.....	1,530	952	2,056	39,734	40,092	.....	1,482,608	69,965
25	New York	11	37	77	1,251	3,014	180	192,308	10,766	11,667	5,673	17,942	301,122	413,794	12,942	8,193,022	502,866
26	North Carolina	5	4	5	137	190	600	1,251	1,720	1,430	1,121	388	21,142	20,443	.....	172,946	28,614
27	Ohio	2	12	9	333	190	(*a*)	.....	.....	*d*11,456	9,294	12,428	388,689	348,481	10,000	8,495,145	23,000
28	Oregon	.....	.....	.....	.....	.....	.....	.....	.....	594	429	274	15,531	14,291	3,000	134,648	1,739
29	Pennsylvania	19	66	42	2,348	1,919	.....	28,410	165,861	14,088	7,232	9,778	391,605	349,862	10,000	7,031,701	56,954
30	Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	487	165	610	12,736	14,514	1,085	348,656	5,841
31	South Carolina	1	3	10	.....	500	.....	8,000	.....	520	426	342	13,682	17,180	.....	262,423	9,360
32	Tennessee	2	3	1	85	65	.....	600	1,500	1,930	1,576	561	43,515	38,305	1,100	579,816	99,992

TABLE F.—PART V.—*From the United States Census of* 1870, *showing for each State and Territory the number of normal schools*—Continued.

	States.	NORMAL SCHOOLS.								OTHER PUBLIC SCHOOLS.							
			Teachers.		Pupils.		Income.				Teachers.		Pupils.		Income.		
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.
33	Texas. *b*																
34	Vermont	3	8	14	142	326	$1,176		$4,796	*e*2,827	1,163	3,437	25,730	25,869	$190	$504,006	$6,534
35	Virginia	4	3	13	109	186	1,050	$3,400	13,600	118	40	115	4,166	4,239		52,025	28,695
36	West Virginia	2	4	7	225	230		5,800		2,369	1,993	683	53,362	47,676	1,800	569,524	22,687
37	Wisconsin	3	(*b*)							4,856	2,383	5,286	172,950	164,058	350	1,962,741	246,293
	Total	120	245	337	7,533	11,059	15,306	300,980	231,108	124,336	73,676	108,279	3,099,646	3,085,185	125,927	57,961,395	4,785,294
	Territories.																
1	Arizona																
2	Colorado									124	81	75	2,552	1,965		73,025	2,000
3	Dakota									34	22	26	679	544		8,364	330
4	District of Columbia									216	15	203	5,510	5,672	3,000	431,929	5,000
5	Idaho									21	20	6	527	521		16,178	
6	Montana									45	33	13	965	579		30,434	2,491
7	New Mexico									5	5		84	104			1,000
8	Utah																
9	Washington									154	75	83	2,456	2,304		30,326	3,420
10	Wyoming									4	2	2	100	75		2,876	
	Total									603	253	408	12,873	11,764	3,000	593,132	14,231
	Grand total	120	245	337	7,533	11,059	15,306	300,980	231,108	124,939	73,929	108,687	3,112,519	3,096,949	129,227	58,554,527	4,799,525

a Income included in that of "other public schools." *b* Statistics included in "other public schools."

c The public school law of Mississippi was passed in June, 1870. The public funds given to the private schools would seem to be on account of the tuition of indigent pupils under the provisions of the law relative to the Chickasaw school fund.

d Includes 1 State reform school with 10 male teachers, 150 male pupils, and $25,000 income from public funds.

e Includes 1 State reform school with 1 male and 1 female teacher, 129 male pupils, and $6,132 income from public funds.

TABLE F.—PART V.—*From the United States Census of 1870, showing for each State and Territory the number of normal schools, &c.*—Continued.

	States.	ALL CLASSES.								CHURCHES.			
			Teachers.		Pupils.		Income.						
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Organizations.	Edifices.	Sittings.	Property.
1	Alabama	2,969	2,372	992	37,223	38,643	$39,500	$471,161	$465,690	2,095	1,958	510,810	$2,414,515
2	Arkansas	1,978	1,653	644	41,939	39,587	7,300	555,331	119,331	1,371	1,141	264,225	854,975
3	California	1,548	1,054	1,330	45,217	40,290	59,057	1,669,464	1,217,787	643	532	195,558	7,404,235
4	Connecticut	1,917	695	2,231	51,307	47,314	140,887	1,227,889	487,503	826	902	338,735	13,428,109
5	Delaware	375	147	363	9,093	10,482	.....	120,429	92,223	267	252	87,899	1,823,950
6	Florida	377	254	228	6,788	7,882	6,750	73,642	74,177	420	390	78,920	426,520
7	Georgia	1,880	1,517	915	32,775	33,375	66,560	114,626	1,072,113	2,873	2,698	801,148	3,561,955
8	Illinois	11,835	10,411	13,645	389,955	377,820	252,569	6,027,510	3,689,930	4,298	3,459	1,201,403	22,664,283
9	Indiana	9,073	6,678	4,974	237,664	226,813	50,620	2,126,502	322,389	3,698	3,106	1,008,380	11,942,227
10	Iowa	7,496	3,656	5,663	105,665	111,989	63,150	3,347,629	159,314	2,763	1,446	431,709	5,730,352
11	Kansas	1,689	872	1,083	30,493	29,389	19,604	678,185	89,437	530	301	102,135	1,722,700
12	Kentucky	5,149	3,972	2,374	125,734	119,405	393,015	674,992	1,470,422	2,969	2,696	878,039	9,824,465
13	Louisiana	592	926	976	29,854	30,317	34,625	564,988	600,071	638	599	213,955	4,048,525
14	Maine	4,723	2,430	4,556	77,992	84,644	98,626	841,524	166,053	1,328	1,104	376,738	5,200,853
15	Maryland	1,779	1,498	1,789	55,800	51,584	21,697	1,134,347	842,171	1,420	1,389	499,770	12,038,650
16	Massachusetts	5,726	1,428	6,133	134,777	134,560	383,146	3,183,794	1,250,999	1,848	1,764	882,317	21,488,285
17	Michigan	5,595	2,999	6,560	128,949	137,678	81,775	2,097,122	371,121	2,239	1,415	456,226	9,133,816
18	Minnesota	2,479	979	1,907	55,166	52,100	2,000	903,101	106,668	877	582	158,266	2,401,750
19	Mississippi	1,564	1,054	674	22,793	20,658	11,500	167,414	601,425	1,829	1,800	485,398	2,360,800
20	Missouri	6,750	5,157	3,871	186,641	183,696	57,567	3,067,449	1,215,789	3,229	2,082	691,520	9,709,358
21	Nebraska	796	450	390	9,492	8,122	.....	186,435	21,125	181	108	32,210	386,000
22	Nevada	53	13	71	1,279	1,094	.....	24,273	26,220	32	19	8,000	212,000
23	New Hampshire	2,542	653	2,702	33,123	31,554	59,289	396,991	118,618	633	624	210,090	3,303,780
24	New Jersey	1,893	1,455	2,434	67,751	62,049	49,000	1,499,550	1,433,700	1,402	1,384	573,303	18,347,150
25	New York	13,020	8,035	20,883	373,276	488,746	674,732	9,151,023	6,111,028	5,627	5,474	2,282,876	66,073,755
26	North Carolina	2,161	1,739	953	32,664	32,294	9,160	232,104	394,628	2,683	2,497	718,310	2,487,877
27	Ohio	11,952	10,266	13,323	419,591	371,204	222,074	8,634,815	1,387,755	6,488	6,284	2,085,586	25,554,725
28	Oregon	637	484	342	16,753	15,840	24,560	135,778	87,744	220	135	39,425	471,100
29	Pennsylvania	14,872	8,507	11,015	428,023	383,840	539,496	7,187,700	1,900,923	5,984	5,668	2,332,288	52,758,384
30	Rhode Island	561	237	714	15,491	17,105	31,535	348,656	184,821	295	283	125,183	4,117,200
31	South Carolina	750	620	483	17,397	20,852	51,506	282,973	243,474	1,457	1,308	491,425	3,276,982
32	Tennessee	2,794	2,440	1,147	65,979	59,852	79,100	629,461	942,131	3,189	2,842	878,521	4,697,675
33	Texas	548	600	106	12,244	10,832	760	15,220	398,890	843	647	199,100	1,035,430
34	Vermont	3,084	1,356	3,804	31,295	31,618	13,046	523,970	170,276	699	741	270,614	3,713,530

TABLE F.—PART V.—*From the United States Census of* 1870, *showing for each State and Territory the number of normal schools, &c.*—Continued.

	States.	ALL CLASSES.								CHURCHES.			
			Teachers.		Pupils.		Income.						
		Number.	Male.	Female.	Male.	Female.	From endowment.	Taxation and public funds.	Other sources, including tuition.	Organizations.	Edifices.	Sittings.	Property.
35	Virginia	2,024	1,452	1,245	30,878	29,141	$47,586	$120,148	$987,851	2,582	2,405	765,127	$5,277,368
36	West Virginia	2,445	2,070	768	55,238	49,711	15,300	508,124	84,637	1,529	1,018	297,315	1,835,720
37	Wisconsin	4,943	2,511	5,444	176,541	167,473	32,953	2,027,876	539,481	1,864	1,466	423,015	4,890,781
	Total	140,569	92,640	126,792	3,592,840	3,559,553	3,639,985	61,102,206	29,447,975	71,860	62,522	21,395,542	349,619,780
	Territories.												
1	Arizona	1		7	72	60			6,000	4	4	2,400	24,000
2	Colorado	142	89	99	2,755	2,278		73,375	14,540	55	47	17,495	207,230
3	Dakota	35	23	29	694	561		8,364	920	17	10	2,800	16,300
4	District of Columbia	313	183	390	10,142	9,361	23,000	476,929	311,313	111	112	63,655	3,393,100
5	Idaho	25	23	10	602	606		16,178	3,760	15	12	2,150	18,200
6	Montana	54	34	31	1,027	718		30,434	10,736	15	11	3,850	99,300
7	New Mexico	44	38	34	1,014	784		1,200	28,686	158	152	81,560	322,621
8	Utah	267	207	201	9,844	11,223		4,151	146,296	165	164	86,110	674,600
9	Washington	170	85	112	2,816	2,683	800	30,326	17,176	47	36	6,000	62,450
10	Wyoming	9	7	8	190	115		2,876	5,500	12	12	3,500	46,000
	Total	1,060	689	921	29,156	28,389	23,800	643,833	544,927	599	560	269,520	4,863,800
	*Grand total	141,629	93,329	127,713	3,621,996	3,587,942	3,663,785	61,746,039	29,992,902	72,459	63,082	21,665,062	354,483,581

* To the statistics of the schools included in the table add for the Military Academy of the United States at West Point, teachers, 40; pupils, 229; income from public funds, $274,489; and for the Naval Academy of the United States, at Annapolis, teachers, 67; pupils, 253; income from public funds, $182,434.

TABLE G.—*From the United States Census of* 1870, *showing for each State and Territory the number of libraries and the number of volumes.*

	States.	All classes.		LIBRARIES OTHER THAN PRIVATE.													
				Total.		United States.				State and territorial.		Town, city, &c.		Court and law.		School, college, &c.	
						Congressional.		Departmental.									
		Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.
1	Alabama	1,430	576,882	298	86,577	....	....	....	....	1	3,000	4	800	33	7,785	12	23,300
2	Arkansas	1,181	135,564	293	54,332	....	....	....	....	1	12,500	6	250	29	5,747	....	....
3	California	1,617	474,299	744	159,625	....	....	....	....	1	2,000	13	18,278	46	5,339	288	29,113
4	Connecticut	63	285,937	63	285,937	....	....	....	....	1	12,000	....	....	....	....	5	142,000
5	Delaware	473	183,423	252	92,275	....	....	....	....	1	4,000	....	....	....	....	....	....
6	Florida	253	112,928	75	25,374	....	....	....	....	1	7,000	....	....	5	4,182	....	....
7	Georgia	1,735	467,232	545	162,851	....	....	....	....	1	16,000	4	3,730	63	8,610	15	41,100
8	Illinois	13,570	3,323,914	3,705	924,545	....	....	....	....	1	10,000	53	35,010	135	23,832	1,122	140,759
9	Indiana	5,301	1,125,553	2,333	627,894	....	....	....	....	1	17,870	52	39,029	92	10,308	1,006	323,391
10	Iowa	3,540	673,600	1,153	377,851	....	....	....	....	1	11,000	23	22,808	11	944	15	18,747
11	Kansas	574	218,676	190	92,425	....	....	....	....	....	....	4	4,100	3	2,059	3	6,509
12	Kentucky	5,546	1,909,230	1,172	318,985	....	....	....	....	2	9,200	10	13,436	218	61,590	18	20,675
13	Louisiana	2,332	847,406	480	263,266	....	....	....	....	2	64,000	1	10,000	61	31,583	34	37,050
14	Maine	3,334	984,510	1,462	533,547	....	....	....	....	1	20,000	58	14,649	19	9,748	25	63,425
15	Maryland	3,353	1,713,483	1,316	570,945	....	....	....	....	2	31,462	1	41,500	20	14,662	72	98,470
16	Massachusetts	3,169	3,017,813	1,544	2,010,609	....	....	....	....	1	30,000	95	475,853	18	27,708	20	253,127
17	Michigan	26,763	2,174,744	3,002	578,631	....	....	....	....	1	31,265	423	124,207	49	10,359	246	37,734
18	Minnesota	1,412	360,810	587	160,790	....	....	....	....	1	10,000	15	9,981	1	500	1	4,000
19	Mississippi	2,788	488,482	537	88,376	....	....	....	....	1	7,000	2	1,000	3	121	1	5,000
20	Missouri	5,645	1,065,638	1,742	498,996	....	....	....	....	1	12,000	11	8,097	125	35,104	50	44,825
21	Nebraska	390	147,040	171	51,915	....	....	....	....	....	....	1	200	1	600	....	....
22	Nevada	314	158,040	28	41,940	....	....	....	....	1	20,000	....	....	1	250	....	....
23	New Hampshire	1,526	704,269	670	324,393	....	....	....	....	1	10,500	32	44,744	7	627	21	30,800
24	New Jersey	2,413	895,291	1,636	535,679	....	....	....	....	1	17,205	2	20,000	....	....	....	....
25	New York	20,929	6,310,352	13,771	3,524,869	....	....	....	....	2	66,019	130	173,236	26	77,535	9,879	1,165,158
26	North Carolina	1,746	541,915	656	202,651	....	....	....	....	3	16,303	3	2,316	24	4,119	14	77,050
27	Ohio	17,790	3,687,363	6,025	1,334,363	....	....	....	....	1	34,200	3	61,000	1	5,000	1,118	426,013
28	Oregon	2,361	334,959	166	61,532	....	....	....	....	1	3,578	1	1,161	1	180	4	4,400
29	Pennsylvania	14,849	6,377,845	4,966	3,049,247	....	....	....	....	1	30,000	39	28,586	29	24,051	115	267,223
30	Rhode Island	759	693,387	334	309,696	....	....	....	....	1	1,500	10	15,198	5	2,147	12	97,500
31	South Carolina	1,663	546,244	741	149,224	....	....	....	....	1	2,700	....	....	3	6,324	4	20,800
32	Tennessee	3,505	802,112	773	204,713	....	....	....	....	1	19,000	4	1,337	3	1,500	10	68,950
33	Texas	455	87,111	135	25,018	....	....	....	....	1	2,000	....	....	1	1,000	1	1,200
34	Vermont	1,792	727,263	736	321,727	....	....	....	....	1	14,158	82	52,368	4	3,023	58	38,735

TABLE G.—*From the United States Census of* 1870—Continued.

	States.	All classes.		LIBRARIES OTHER THAN PRIVATE.													
				Total.		United States.				State and territorial.		Town, city, &c.		Court and law.		School, college, &c.	
						Congressional.		Departmental.									
		Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.
35	Virginia	4,171	1,107,313	1,409	386,020	....	.....	....	.....	2	22,700	1	753	12	2,117	4	50,000
36	West Virginia	1,728	372,745	638	152,183	....	.....	....	.....	1	3,095	4	5,965	6	1,269	3	7,400
37	Wisconsin	2,883	905,811	1,332	378,680	....	.....	....	.....	4	61,400	9	4,838	8	1,010	194	50,492
	Total of States	163,353	44,539,214	55,689	19,367,681	....	.....	....	.....	45	634,855	1,096	1,234,370	1,063	390,939	14,370	3,594,973
	Territories.																
1	Arizona	6	2,000	1	1,000	....	.....	....	.....	1	1,000	.....	.....	.....	.....	.....	.....
2	Colorado	175	39,344	30	11,385	....	.....	....	.....	1	2,600	.....	.....	2	150	2	2,000
3	Dakota	19	9,726	5	2,788	....	.....	....	.....	1	2,238	.....	.....	.....	.....	.....	.....
4	District of Columbia	696	793,702	127	409,936	1	190,000	14	115,185	....	.....	.....	.....	4	32,348	.....	.....
5	Idaho	43	10,625	11	2,860	....	.....	....	.....	....	.....	.....	.....	1	150	.....	.....
6	Montana	141	19,790	13	5,100	....	.....	....	.....	1	400	1	1,600	.....	.....	.....	.....
7	New Mexico	116	39,425	33	9,620	....	.....	....	.....	1	4,000	.....	.....	2	210	2	1,200
8	Utah	133	39,177	74	31,493	....	.....	....	.....	1	3,519	3	850	1	2,000	.....	.....
9	Washington	102	33,362	30	13,552	....	.....	....	.....	1	5,400	1	610	.....	.....	1	400
10	Wyoming	31	2,603	11	1,103	....	.....	....	.....	1	103	.....	.....	.....	.....	.....	.....
	Total of Territories	1,462	989,724	335	88,837	1	190,000	14	115,185	8	19,060	5	3,060	10	34,852	5	3,600
	Grand total	164,815	45,528,938	56,015	19,456,518	1	190,000	14	115,185	53	653,915	1,101	1,237,430	1,073	425,782	14,375	3,598,573

TABLE G.—*From the United States Census of* 1870—Continued.

	States.	LIBRARIES OTHER THAN PRIVATE.												PRIVATE.	
		Sabbath-school.		Church.		Historical, literary, and scientific societies.		Charitable and penal institutions.		Benevolent and secret associations.		Circulating.			
		Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.
1	Alabama	239	45,517	9	2,175									1,132	490,305
2	Arkansas	216	29,412	37	4,930							4	1,493	888	81,232
3	California	268	63,940	96	18,180					1	300	31	22,475	873	314,674
4	Connecticut					1	14,000					56	117,937		(a)
5	Delaware	223	55,851	23	9,400							5	23,024	221	91,148
6	Florida	54	10,500	13	1,970							2	1,722	178	87,554
7	Georgia	369	63,114	82	16,002	2	2,000			1	400	8	11,895	1,190	304,381
8	Illinois	2,080	438,567	228	47,533	7	153,492					79	75,352	9,865	2,389,369
9	Indiana	1,075	204,692	87	24,356							20	8,248	2,968	497,659
10	Iowa	999	278,251	85	25,584					1	150	18	20,367	2,387	295,749
11	Kansas	141	33,440	35	39,785							4	6,550	384	126,251
12	Kentucky	717	160,377	207	53,707									4,374	1,590,245
13	Louisiana	173	40,225	183	60,008							26	20,400	1,852	584,140
14	Maine	1,079	277,742	140	39,910	1	2,500	3	5,300			136	100,273	1,872	450,963
15	Maryland	881	215,763	310	90,989							30	78,089	2,037	1,142,538
16	Massachusetts	1,042	539,609	164	85,956	11	186,800	1	1,000	6	63,000	186	347,556	1,625	1,067,204
17	Michigan	1,731	239,471	436	81,891							116	53,704	23,761	1,596,113
18	Minnesota	464	85,710	80	26,798	1	7,600			1	200	23	16,601	825	200,020
19	Mississippi	508	69,825	15	3,000							7	2,430	2,251	400,106
20	Missouri	1,283	188,493	243	96,845			1	1,182			28	112,450	3,903	566,642
21	Nebraska	133	39,175	33	10,940							3	1,600	219	95,125
22	Nevada	16	5,950	2	600							8	15,140	286	116,100
23	New Hampshire	538	164,570	38	7,425	4	18,510					29	47,217	856	379,876
24	New Jersey	1,619	423,224									14	75,250	777	352,642
25	New York	3,103	994,627	486	253,163			1	5,000			144	790,131	7,158	2,785,483
26	North Carolina	500	74,160	109	26,951							3	1,752	1,690	359,264
27	Ohio	4,896	796,650			1	3,000					5	8,500	11,765	2,353,600
28	Oregon	126	33,547	22	10,420					3	1,096	8	7,150	2,195	273,427
29	Pennsylvania	3,916	1,696,610	732	420,559	18	202,600			30	49,435	86	330,153	9,883	3,328,598
30	Rhode Island	218	116,441	26	11,160							32	65,750	425	383,691
31	South Carolina	647	93,200	84	25,100							2	1,100	922	397,020
32	Tennessee	670	91,345	68	15,328							17	7,253	2,732	597,399
33	Texas	131	19,318									1	1,500	320	62,093
34	Vermont	544	182,840	11	8,517			3	1,408			33	20,678	1,056	405,536

TABLE G.—*From the United States Census of* 1870—Continued.

	States.	LIBRARIES OTHER THAN PRIVATE.												PRIVATE.	
		Sabbath-school.		Church.		Historical, literary, and scientific societies.		Charitable and penal institutions.		Benevolent and secret associations.		Circulating.			
		Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.
35	Virginia	1,146	182,436	232	75,233	.....	.....	.....	.....	.....	.....	12	52,781	2,762	721,293
36	West Virginia	572	115,014	49	17,800	.....	.....	.....	.....	.....	.....	3	1,700	1,090	220,562
37	Wisconsin	1,008	209,523	70	12,550	.....	.....	.....	.....	.....	.....	39	38,867	1,551	527,131
	Total of States	33,355	8,283,159	4,435	1,624,765	46	589,902	9	13,890	43	114,581	1,218	2,495,498	107,673	25,571,503
	Territories.														
1	Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1,000
2	Colorado	22	5,685	2	150	.....	.....	.....	.....	.....	.....	1	800	145	27,959
3	Dakota	4	550	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14	6,938
4	District of Columbia	95	39,853	6	2,850	.....	.....	.....	.....	.....	.....	7	29,700	569	383,766
5	Idaho	5	1,010	1	500	.....	.....	.....	.....	.....	.....	4	1,200	32	7,765
6	Montana	6	900	3	900	1	100	.....	.....	.....	.....	1	1,200	128	14,690
7	New Mexico	3	760	24	3,250	.....	.....	.....	.....	.....	.....	1	200	83	29,805
8	Utah	61	8,894	.....	.....	.....	.....	.....	.....	.....	.....	8	16,230	59	7,684
9	Washington	19	4,342	7	2,500	.....	.....	.....	.....	.....	.....	1	300	72	19,810
10	Wyoming	10	1,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	1,500
	Total of Territories	225	62,994	43	10,150	1	100	.....	.....	.....	.....	23	40,630	1,127	500,917
	Grand total	33,580	8,346,153	4,478	1,634,915	47	590,002	9	13,890	43	114,581	1,241	2,536,128	108,800	26,072,420

a No return of private libraries from Connecticut.

TABLE II.—PART I.—*From the United States Census of* 1870, *showing for each State and Territory the number and circulation of periodicals of all classes, and the number and circulation of technical and professional periodicals.*

	States.	ALL CLASSES.													
		Total.			Daily.		Number tri-weekly.	Number semi-weekly.	Weekly.		Number bi-weekly.	Monthly.		Number bi-monthly.	Quarterly.	
		Number.	Copies annually issued.	Circulation.	Number.	Circulation.			Number.	Circulation.		Number.	Circulation.		Number.	Circulation.
1	Alabama	89	9,198,980	91,165	9	16,420	2	2	76	71,175	.....	.....	.....	.....	.....	.....
2	Arkansas	56	1,824,860	29,830	3	1,250	1	.....	48	26,280	.....	4	2,000	.....	.....	.....
3	California	201	47,472,756	491,903	33	94,100	4	4	140	298,603	1	17	82,250	.....	2	4,500
4	Connecticut	71	17,454,740	203,725	16	35,730	.....	1	43	107,395	2	7	56,400	1	1	1,350
5	Delaware	17	1,607,840	20,860	1	1,600	.....	3	12	13,600	.....	1	2,000	.....	.....	.....
6	Florida	23	649,220	10,545	.....	.....	2	1	20	9,425	.....	.....	.....	.....	.....	.....
7	Georgia	110	15,539,724	150,987	15	30,800	5	9	73	88,837	2	6	21,950	.....	.....	.....
8	Illinois	505	113,140,492	1,722,541	39	166,400	10	4	364	890,913	11	72	490,808	2	3	12,000
9	Indiana	293	26,964,984	363,542	20	42,300	3	1	233	239,342	6	28	64,150	2	.....	.....
10	Iowa	223	16,403,380	219,090	22	19,800	3	1	196	187,840	3	5	3,950	2	1	700
11	Kansas	97	9,518,176	96,803	12	17,570	4	.....	78	71,393	.....	3	6,000	.....	.....	.....
12	Kentucky	89	18,270,160	197,130	6	31,900	4	4	68	137,930	.....	7	19,700	.....	.....	.....
13	Louisiana	92	13,755,690	84,165	7	34,395	1	8	75	39,970	.....	1	500	.....	.....	.....
14	Maine	65	9,867,680	170,690	7	10,700	1	.....	47	114,600	1	8	42,840	.....	1	1,500
15	Maryland	88	33,497,778	235,450	8	82,921	1	2	69	127,314	.....	8	18,600	.....	.....	.....
16	Massachusetts	259	129,691,266	1,692,124	21	231,625	1	16	153	899,465	11	48	462,159	.....	9	11,400
17	Michigan	211	19,686,978	253,774	16	27,485	3	.....	174	192,889	2	16	27,100	.....	.....	.....
18	Minnesota	95	9,543,656	110,778	6	14,800	5	.....	79	79,978	.....	5	11,800	.....	.....	.....
19	Mississippi	111	4,703,336	71,868	3	2,300	6	3	92	60,018	2	5	2,800	.....	.....	.....
20	Missouri	279	47,980,422	522,866	21	86,555	5	.....	225	342,361	3	23	53,650	1	1	3,000
21	Nebraska	42	3,338,500	31,600	7	6,850	1	.....	30	22,400	.....	4	1,850	.....	.....	.....
22	Nevada	12	2,572,000	11,300	5	7,500	.....	2	5	2,850	.....	.....	.....	.....	.....	.....
23	New Hampshire	51	7,237,588	173,919	7	6,100	.....	.....	37	75,819	1	6	67,000	.....	.....	.....
24	New Jersey	122	18,625,740	205,500	20	38,030	.....	.....	95	120,670	.....	7	46,800	.....	.....	.....
25	New York	835	471,741,744	7,561,497	87	780,470	5	22	518	3,388,497	21	163	2,920,810	.....	19	135,120
26	North Carolina	64	6,684,950	64,820	8	11,795	3	5	44	43,325	1	3	1,900	.....	.....	.....
27	Ohio	395	98,548,814	1,388,367	26	139,705	8	3	299	923,502	8	47	228,750	2	2	7,900
28	Oregon	35	3,657,300	45,750	4	6,350	.....	.....	26	33,400	.....	5	9,000	.....	.....	.....
29	Pennsylvania	540	241,170,540	3,419,765	55	466,070	3	2	385	1,214,395	11	73	846,750	3	8	31,200
30	Rhode Island	32	9,781,500	82,050	6	23,250	.....	1	19	43,950	.....	6	13,650	.....	.....	.....
31	South Carolina	55	8,901,400	80,600	5	16,100	4	.....	42	44,000	.....	3	10,000	.....	1	1,200

TABLE II.—PART I.—*From the United States Census of* 1870—Continued.

	States.	ALL CLASSES.														
		Total.			Daily.		Number tri-weekly.	Number semi-weekly.	Weekly.		Number bi-weekly.	Monthly.		Number bi-monthly.	Quarterly.	
		Number.	Copies annually issued.	Circulation.	Number.	Circulation.			Number.	Circulation.		Number.	Circulation.		Number.	Circulation.
32	Tennessee	91	18,300,844	225,952	13	34,630	5	1	65	117,022	1	8	54,209	.....	1	1,800
33	Texas	112	4,214,800	55,250	12	3,500	2	5	89	45,300	1	.....	.....	.....	.....	.....
34	Vermont	47	4,055,300	71,390	3	3,190	.....	.....	43	56,200	.....	1	12,000	.....	.....	.....
35	Virginia	114	13,319,578	143,840	16	24,099	7	8	69	75,488	4	10	27,960	.....	.....	.....
36	West Virginia	59	4,012,400	54,432	4	5,192	2	.....	48	42,360	2	3	3,200	.....	.....	.....
37	Wisconsin	190	28,762,920	343,385	14	43,250	2	3	160	266,000	2	9	22,185	.....	.....	.....
	Total	5,780	1,491,748,036	20,699,553	557	2,564,732	103	111	4,239	10,511,536	96	612	5,634,593	13	49	211,670
	Territories.															
1	Arizona	1	14,500	280	.....	.....	.....	.....	1	280	.....	.....	.....	.....	.....	.....
2	Colorado	14	1,190,600	12,750	4	2,200	.....	.....	9	9,550	.....	1	1,000	.....	.....	.....
3	Dakota	3	85,904	1,652	.....	.....	.....	.....	3	1,652	.....	.....	.....	.....	.....	.....
4	District of Columbia	22	10,092,800	81,400	3	24,000	1	.....	12	41,900	.....	6	13,500	.....	.....	.....
5	Idaho	6	200,200	2,750	.....	.....	1	1	4	1,900	.....	.....	.....	.....	.....	.....
6	Montana	19	2,860,600	19,580	3	6,980	1	.....	6	12,200	.....	.....	.....	.....	.....	.....
7	New Mexico	5	137,350	1,525	1	225	.....	.....	4	1,300	.....	.....	.....	.....	.....	.....
8	Utah	10	1,578,400	14,250	3	2,700	.....	3	3	8,400	.....	1	250	.....	.....	.....
9	Washington	14	396,500	6,785	1	160	1	.....	10	4,525	.....	2	1,500	.....	.....	.....
10	Wyoming	6	243,300	1,950	2	550	.....	.....	4	1,400	.....	.....	.....	.....	.....	.....
	Total	91	16,800,214	142,922	17	36,815	4	4	56	83,107	.....	10	16,250	.....	.....	.....
	Grand total	5,871	1,508,548,250	20,842,475	574	2,601,547	107	115	4,295	10,594,643	96	622	5,650,843	13	49	211,670

TABLE II.—PART I.—*From the United States Census of* 1870—Continued.

	States.	TECHNICAL AND PROFESSIONAL.															
		Total.			Daily.		Weekly.		Semi-monthly.		Monthly.		Bi-monthly.		Quarterly.		
		Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	
1	Alabama																1
2	Arkansas	1	6,000	500							1	500					2
3	California	7	624,800	14,900	1	1,000	1	4,000			4	8,400			1	1,500	3
4	Connecticut	3	134,900	5,150			1	2,000			1	2,000	1	1,150			4
5	Delaware																5
6	Florida																6
7	Georgia	2	15,000	850					1	400	1	450					7
8	Illinois	16	1,330,700	68,350	1	250	2	13,000			11	44,600			2	10,500	8
9	Indiana	7	121,200	9,800					1	300	6	9,500					9
10	Iowa	3	14,500	1,850							1	800	1	350	1	700	10
11	Kansas	2	30,000	2,500							2	2,500					11
12	Kentucky	2	75,600	6,300							2	6,300					12
13	Louisiana																13
14	Maine	1	14,400	1,200							1	1,200					14
15	Maryland	1	14,400	1,200							1	1,200					15
16	Massachusetts	13	836,000	38,500			3	9,000	1	2,500	7	25,000			2	2,000	16
17	Michigan	12	345,800	21,150			3	2,300			9	18,850					17
18	Minnesota	1	21,600	1,800							1	1,800					18
19	Mississippi	1	2,400	200							1	200					19
20	Missouri	7	375,000	25,000					1	700	5	16,500	1	1,500			20
21	Nebraska																21
22	Nevada																22
23	New Hampshire																23
24	New Jersey	1	36,000	3,000							1	3,000					24
25	New York	56	6,996,400	289,580	1	2,000	11	73,100	5	19,200	33	166,600			6	23,620	25
26	North Carolina																26
27	Ohio	22	1,707,000	118,000			3	2,400	2	17,000	16	97,100	1	1,500			27
28	Oregon	3	24,000	2,000							3	2,000					28
29	Pennsylvania	37	2,510,300	109,500			14	35,350			16	44,800	3	8,550	4	20,800	29
30	Rhode Island	1	12,000	1,000							1	1,000					30
31	South Carolina																31

TABLE H.—PART I.—*From the United States Census of* 1870—Continued.

	States.	TECHNICAL AND PROFESSIONAL.														
		Total.			Daily.		Weekly.		Semi-monthly.		Monthly.		Bi-monthly.		Quarterly.	
		Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.
32	Tennessee	1	18,000	1,500	.....	.....	.....	.....	.....	.....	1	1,500	.....	.....	.....	.....
33	Texas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	Virginia	2	44,400	3,700	.....	.....	.....	.....	.....	.....	2	3,700	.....	.....	.....	.....
36	West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	Wisconsin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total	202	15,310,400	727,530	3	3,250	38	141,150	11	46,400	127	459,560	7	13,050	16	64,120
	Territories.															
1	Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Colorado	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	District of Columbia	5	664,000	17,000	.....	.....	2	11,500	.....	.....	3	5,500	.....	.....	.....	.....
5	Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total	5	664,000	17,000	.....	.....	2	11,500	.....	.....	3	5,500	.....	.....	.....	.....
	Grand total	207	15,974,400	744,530	3	3,250	40	152,650	11	46,400	130	465,060	7	13,050	16	64,120

TABLE II.—PART II.—*From the United States Census of* 1870, *showing for each State and Territory the number and circulation of periodicals—illustrated, literary, political, and religious.*

	States.	ILLUSTRATED, LITERARY, AND MISCELLANEOUS.								POLITICAL.						
		Total.			Weekly.		Monthly.		Other.	Total.			Daily.		Tri-weekly.	
		Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.
1	Alabama										87	9,068,980	88,665	9	16,420	2	700
2	Arkansas										52	1,800,860	27,830	3	1,250	1	300
3	California	6	2,084,000	47,000	4	38,000	2	9,000			141	33,849,556	239,253	28	82,800	1	2,000
4	Connecticut	4	278,800	5,900	3	5,200	1	700			52	15,151,640	114,725	16	35,730		
5	Delaware	2	78,000	1,500	2	1,500					14	1,505,840	17,360	1	1,600		
6	Florida	3	59,800	1,150	3	1,150					18	542,620	8,495			2	820
7	Georgia	5	272,624	7,712	3	4,412	1	3,000	1	300	93	13,408,100	100,425	15	30,800	5	3,600
8	Illinois	58	8,020,500	339,625	34	86,725	20	209,400	4	43,500	340	83,191,420	738,420	33	157,050	10	40,570
9	Indiana	16	956,000	27,350	10	15,650	5	11,500	1	200	240	24,481,784	256,342	29	42,300	3	2,200
10	Iowa	5	92,360	1,930	4	1,730	1	200			215	15,859,920	202,460	22	19,800	3	1,650
11	Kansas										93	9,430,576	90,503	12	17,570	4	1,840
12	Kentucky	1	187,200	3,600	1	3,600					72	16,225,200	142,650	6	31,900	4	3,500
13	Louisiana	3	29,400	950	2	450	1	500			85	12,872,200	76,715	6	32,295	1	800
14	Maine	10	1,413,880	47,290	5	20,950	4	25,640	1	700	44	6,759,400	76,200	7	10,700	1	350
15	Maryland	7	311,520	10,760	3	2,260	3	7,500	1	1,000	70	31,858,514	190,618	8	82,921	1	5,015
16	Massachusetts	54	24,586,040	700,270	31	403,520	17	291,500	6	5,250	129	87,283,762	490,872	21	231,625	1	800
17	Michigan	17	547,592	12,146	14	9,746	2	1,400	1	1,000	167	16,943,386	179,628	16	27,485	3	5,000
18	Minnesota	3	104,000	2,000	3	2,000					83	9,032,856	91,878	6	14,800	5	4,200
19	Mississippi	2	16,800	1,400			2	1,400			97	4,073,136	57,218	3	2,300	6	3,650
20	Missouri	3	556,400	10,700	3	10,700					237	42,996,822	369,816	21	86,555	5	13,800
21	Nebraska	5	64,800	1,400	4	1,200	1	200			33	3,298,700	26,450	7	6,850	1	500
22	Nevada	2	62,400	1,200	2	1,200					10	2,509,600	10,100	5	7,500		
23	New Hampshire	9	399,000	20,750	5	3,750	4	17,000			37	4,884,588	63,669	7	6,100		
24	New Jersey	10	401,660	9,200	7	4,300	2	4,500	1	400	105	17,560,540	151,090	19	37,630		
25	New York	103	72,448,180	2,047,865	46	1,194,415	43	811,150	9	42,300	487	323,171,724	2,268,532	26	778,470	3	4,200
26	North Carolina	3	39,500	1,600	1	500	2	1,100			52	6,116,050	51,745	8	11,795	3	800
27	Ohio	38	10,841,120	132,960	26	46,210	9	53,650	3	33,100	271	72,711,094	796,857	25	114,705	8	13,560
28	Oregon	2	104,000	2,600	2	2,600					24	3,125,500	28,600	4	6,350		
29	Pennsylvania	82	34,070,860	935,519	54	448,135	22	458,400	6	28,984	336	167,781,380	955,746	51	450,086	3	10,000
30	Rhode Island	6	496,800	9,900	5	9,450	1	450			17	8,653,100	49,850	6	23,250		
31	South Carolina	4	197,200	5,100	2	1,600	1	3,000	1	500	43	8,308,600	61,700	5	16,100	3	9,100
32	Tennessee	2	28,400	700	1	500	1	200			73	15,361,844	118,002	13	34,630	2	2,300
33	Texas										105	3,973,600	50,450	12	3,500	5	2,450

TABLE II.—PART II.—*From the United States Census of* 1870—Continued.

	States.	ILLUSTRATED, LITERARY, AND MISCELLANEOUS.									POLITICAL.						
		Total.			Weekly.		Monthly.		Other.		Total.			Daily.		Tri-weekly.	
		Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.
34	Vermont	3	180,400	12,700	2	700	1	12,000	....	....	40	3,464,100	50,790	3	3,190	....	....
35	Virginia	9	329,232	5,783	3	2,850	1	1,000	5	1,933	86	11,619,946	89,207	16	24,099	7	4,800
36	West Virginia	8	191,200	4,200	6	3,400	1	400	1	400	48	3,722,800	44,732	4	5,192	2	550
37	Wisconsin	5	30,600	2,550	....	....	5	2,550	....	....	172	26,378,900	294,550	13	40,259	2	3,200
	Total States	490	159,489,508	4,414,710	291	2,327,803	158	1,927,340	41	159,567	4,268	1,119,378,728	8,674,053	537	2,495,698	97	142,255
1	Arizona	1	14,560	280	1	280	....	....	....	....	....	....	....	....	....	....	....
2	Colorado	3	119,600	2,300	3	2,300	....	....	....	....	10	1,059,000	9,450	4	2,200	....	....
3	Dakota	....	....	....	....	....	....	....	....	....	3	85,904	1,652	....	....	....	....
4	District of Columbia	....	....	....	....	....	....	....	....	....	14	9,332,800	56,400	3	24,000	1	2,000
5	Idaho	....	....	....	....	....	....	....	....	....	6	200,200	2,750	....	....	1	250
6	Montana	1	52,000	1,000	1	1,000	....	....	....	....	9	2,808,600	18,580	3	6,980	1	400
7	New Mexico	1	10,400	200	1	200	....	....	....	....	4	126,950	1,325	1	225	....	....
8	Utah	2	289,809	2,100	1	1,400	....	....	1	700	7	1,285,600	11,900	2	2,000	....	....
9	Washington	3	54,340	1,045	3	1,045	....	....	....	....	8	299,200	3,760	1	160	1	600
10	Wyoming	2	31,200	600	2	600	....	....	....	....	4	242,100	1,350	2	550	....	....
	Total Territories	13	571,900	7,525	12	6,825	....	....	1	700	65	15,410,354	107,167	16	36,115	4	3,250
	Grand total United States	503	160,061,408	4,422,235	303	2,334,628	158	1,927,340	42	160,267	4,333	1,134,789,082	8,781,220	553	2,531,813	101	145,505

TABLE II.—PART II.—*From the United States Census of* 1870—Continued.

	States.	POLITICAL—Continued.						RELIGIOUS.									
		Semi-weekly.		Weekly.		Other.		Total.			Weekly.		Semi-weekly.		Monthly.		Other.	
		Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.
1	Alabama	2	2,870	74	68,675	....	.....	2	130,000	2,500	2	2,500	....	.....	....	.....	....	.....
2	Arkansas	....	.....	48	26,280	....	.....	1	6,000	500	....	.....	....	.....	1	500	....	.....
3	California	2	1,500	108	146,953	2	6,000	14	3,968,400	93,400	11	71,100	1	300	2	22,000	....	.....
4	Connecticut	1	800	33	76,195	2	2,000	6	594,200	13,350	3	11,000	1	400	1	600	1	1,350
5	Delaware	3	3,660	10	12,100	....	.....	1	24,000	2,000	....	.....	....	.....	1	2,000	....	.....
6	Florida	1	300	15	7,375	....	.....	....	.....	.....	....	.....	....	.....	....	.....	....	.....
7	Georgia	9	5,100	64	60,925	....	.....	4	910,000	17,500	4	17,500	....	.....	....	.....	....	.....
8	Illinois	4	2,950	291	534,350	2	3,500	37	9,572,232	300,326	16	128,538	6	69,400	14	101,388	1	1,000
9	Indiana	1	350	215	211,192	1	300	9	691,200	29,600	1	6,000	1	8,000	7	15,600	....	.....
10	Iowa	1	1,000	189	180,010	....	.....	3	130,000	3,900	1	1,300	2	2,600	....	.....	....	.....
11	Kansas	....	.....	77	71,093	....	.....	....	.....	.....	....	.....	....	.....	....	.....	....	.....
12	Kentucky	4	4,100	58	103,150	....	.....	7	1,120,400	22,700	6	21,200	....	.....	1	1,500	....	.....
13	Louisiana	8	8,500	70	35,020	....	.....	....	.....	.....	....	.....	....	.....	....	.....	....	.....
14	Maine	....	.....	36	65,150	....	.....	3	624,000	12,000	3	12,000	....	.....	....	.....	....	.....
15	Maryland	1	600	60	102,082	....	.....	6	1,072,704	21,552	5	20,352	....	.....	1	1,200	....	.....
16	Massachusetts	14	37,384	92	220,063	1	1,000	31	10,019,800	283,450	13	161,750	2	14,000	14	105,250	2	2,450
17	Michigan	....	.....	147	146,843	1	300	7	351,400	10,950	4	5,500	....	.....	3	5,450	....	.....
18	Minnesota	....	.....	72	72,878	....	.....	3	162,800	3,900	2	2,900	....	.....	1	1,000	....	.....
19	Mississippi	3	2,400	85	48,868	....	.....	3	49,400	950	3	950	....	.....	....	.....	....	.....
20	Missouri	....	.....	211	269,461	....	.....	17	2,784,400	69,700	9	44,200	2	15,000	6	10,500	....	.....
21	Nebraska	....	.....	25	21,100	....	.....	....	.....	.....	....	.....	....	.....	....	.....	....	.....
22	Nevada	2	950	3	1,650	....	.....	....	.....	.....	....	.....	....	.....	....	.....	....	.....
23	New Hampshire	....	.....	30	57,569	....	.....	2	1,276,000	38,000	1	13,000	1	25,000	....	.....	....	.....
24	New Jersey	....	.....	86	113,370	....	.....	2	132,000	11,000	....	.....	....	.....	2	11,000	....	.....
25	New York	16	75,500	382	1,410,362	....	.....	90	40,798,240	2,095,120	33	360,120	5	154,200	44	1,506,000	8	74,800
26	North Carolina	5	5,750	36	33,400	....	.....	6	413,500	8,625	5	7,375	1	1,250	....	.....	....	.....
27	Ohio	3	7,200	232	658,792	3	2,600	40	11,011,400	255,600	26	184,450	5	47,450	8	23,300	1	400
28	Oregon	....	.....	20	22,250	....	.....	2	208,000	4,000	2	4,000	....	.....	....	.....	....	.....
29	Pennsylvania	2	17,700	280	477,960	....	.....	64	34,437,600	1,284,800	30	232,350	9	812,100	22	237,950	3	2,400
30	Rhode Island	1	1,200	10	25,400	....	.....	2	111,600	2,300	1	2,100	....	.....	1	200	....	.....
31	South Carolina	....	.....	35	36,500	....	.....	7	323,600	8,100	5	5,900	....	.....	1	1,000	1	1,200
32	Tennessee	1	1,000	57	80,072	....	.....	12	2,841,000	102,450	6	36,150	1	15,000	4	49,500	1	1,800
33	Texas	5	3,700	83	40,800	....	.....	5	218,400	4,200	5	4,200	....	.....	....	.....	....	.....
34	Vermont	....	.....	37	47,600	....	.....	3	322,400	6,200	3	6,200	....	.....	....	.....	....	.....

TABLE H.—PART II.—*From the United States Census of* 1870—Continued.

	States.	POLITICAL—Continued.						RELIGIOUS.									
		Semi-weekly.		Weekly.		Other.		Total.			Weekly.		Semi-weekly.		Monthly.		Other.	
		Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.
35	Virginia	4	5,500	58	54,038	1	770	9	1,090,800	34,550	6	16,200	1	2,350	2	16,000	....	....
36	West Virginia	....	....	42	38,990	....	....	3	98,400	5,500	....	....	1	2,700	2	2,800	....	....
37	Wisconsin	3	6,850	153	243,850	....	....	6	465,620	15,635	2	6,500	1	1,500	3	7,635	....	....
	Total States	96	196,864	3,487	5,822,366	14	16,870	407	125,959,496	4,764,358	208	1,385,335	40	1,171,250	141	2,122,373	18	85,400
1	Arizona	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
2	Colorado	....	....	6	7,250	....	....	....	....	....	....	....	....	....	....	....	....	....
3	Dakota	....	....	3	1,652	....	....	....	....	....	....	....	....	....	....	....	....	....
4	District of Columbia	....	....	10	30,400	....	....	....	....	....	....	....	....	....	....	....	....	....
5	Idaho	1	600	41	1,900	....	....	....	....	....	....	....	....	....	....	....	....	....
6	Montana	....	....	5	11,200	....	....	....	....	....	....	....	....	....	....	....	....	....
7	New Mexico	....	....	3	1,100	....	....	....	....	....	....	....	....	....	....	....	....	....
8	Utah	3	2,900	2	7,000	....	....	....	....	....	....	....	....	....	....	....	....	....
9	Washington	....	....	6	3,000	....	....	....	....	....	....	....	....	....	....	....	....	....
10	Wyoming	....	....	2	800	....	....	....	....	....	....	....	....	....	....	....	....	....
	Total Territories	4	3,500	78	64,302	....	....	....	....	....	....	....	....	....	....	....	....	....
	Grand total United States	100	200,364	3,565	5,886,668	14	16,870	407	125,959,496	4,764,358	208	1,385,335	40	1,171,250	141	2,122,373	18	85,400

NOTE.—Besides these classifications, there are reported in the Ninth Census, under the following-named heads, periodicals and newspapers:

Advertising	79
Agricultural and horticultural	93
Benevolent and secret societies	81
Commercial and financial	142
Devoted to nationality	20
Sporting	6
Total	421

TABLE I.—*From the United States Census of* 1870, *showing the number of persons in the several States pursuing various learned, professional, or artistic occupations.*

	States.	Apprentices to learned professions.	Architects.	Artists.	Authors and lecturers.	Chemists.	Clergymen.	Dentists.	Designers & draughtsmen.	Engineers, civil.	Journalists.	Lawyers.	Librarians.	Metallurgists.	Musicians.	Naturalists.	Painters.	Physicians & surgeons.	Sculptors.	Teachers not specified.	Teachers of drawing & painting.	Teachers of music.
1	Alabama	7	11	22	1	3	821	114	5	62	61	758	2	....	21	.....	2	1,418	2	2,004	1	88
2	Arkansas	.....	8	14	.....	.....	397	39	.....	31	39	413	.....	....	18	3	.....	1,026	.....	994	.....	17
3	California	10	95	90	13	20	569	189	30	158	209	1,115	10	64	357	9	5	1,257	4	1,953	.....	249
4	Connecticut	.....	52	110	13	23	908	158	35	142	73	391	16	1	84	3	62	680	3	2,711	9	267
5	Delaware	.....	1	1	.....	.....	150	24	7	7	10	84	.....	....	6	2	2	170	1	361	1	15
6	Florida	.....	2	1	2	.....	197	20	1	15	12	149	.....	....	2	.....	.....	248	.....	250	.....	.....
7	Georgia	4	15	17	2	2	953	167	1	65	76	851	1	....	33	3	3	1,537	1	2,119	.....	102
8	Illinois	13	193	137	37	20	3,192	520	48	320	431	2,683	6	....	351	15	128	4,861	15	8,869	6	826
9	Indiana	14	40	87	14	3	1,787	342	7	166	209	1,685	1	....	93	1	16	3,613	1	5,018	4	338
10	Iowa	.....	39	72	5	.....	1,596	225	4	175	202	1,456	3	....	60	4	10	1,865	4	6,012	3	287
11	Kansas	.....	20	13	3	.....	538	72	4	110	72	682	1	....	48	1	3	906	.....	1,406	.....	72
12	Kentucky	14	39	48	6	8	1,080	190	9	107	96	1,552	1	....	110	2	23	2,414	9	2,961	3	173
13	Louisiana	5	55	23	1	3	404	99	2	63	112	663	.....	....	157	.....	10	939	5	1,470	.....	97
14	Maine	1	13	49	9	2	890	139	10	79	43	558	4	....	41	2	13	818	.....	4,183	2	223
15	Maryland	5	37	44	4	19	938	179	17	81	96	772	5	....	164	5	31	1,257	2	2,013	.....	172
16	Massachusetts	29	194	217	78	67	2,040	485	138	317	279	1,270	63	1	506	29	94	2,047	23	7,220	2	847
17	Michigan	6	36	56	5	20	1,430	259	14	110	133	1,167	4	....	130	9	31	2,034	5	4,708	1	349
18	Minnesota	.....	22	14	1	.....	620	43	12	81	77	449	1	....	31	9	16	402	3	1,754	2	88
19	Mississippi	1	12	20	2	.....	749	113	.....	34	47	632	.....	....	13	2	.....	1,511	2	1,496	.....	28
20	Missouri	12	132	118	7	42	1,739	271	29	259	262	3,452	6	....	324	8	13	3,560	9	4,117	4	298
21	Nebraska	.....	13	9	2	1	183	14	.....	57	28	204	.....	....	53	1	.....	247	.....	316	.....	14
22	Nevada	.....	6	7	.....	2	35	9	2	15	15	166	1	66	45	1	.....	110	.....	56	.....	5
23	New Hampshire	1	7	22	6	.....	664	77	10	36	45	349	2	....	32	2	11	565	.....	1,987	.....	123
24	New Jersey	71	122	113	11	42	1,236	216	61	223	232	888	3	1	126	31	39	1,208	7	2,698	2	313
25	New York	74	470	856	130	211	5,678	1,346	154	656	931	5,913	36	2	2,242	50	112	6,810	85	18,557	18	1,993
26	North Carolina	2	8	14	1	.....	861	95	.....	27	50	574	.....	....	15	2	1	1,143	.....	1,798	.....	39
27	Ohio	19	113	193	21	29	3,572	601	41	263	377	2,563	6	1	283	9	85	4,638	26	12,084	8	811
28	Oregon	2	2	7	3	.....	162	29	3	24	15	194	1	2	28	.....	.....	206	.....	396	.....	14
29	Pennsylvania	61	101	346	37	54	3,841	924	162	530	423	3,253	19	3	431	36	5	4,843	15	11,200	25	775
30	Rhode Island	12	29	16	8	12	250	55	45	49	22	163	11	....	99	3	22	260	4	861	3	101
31	South Carolina	4	8	20	2	2	553	59	3	20	30	387	.....	....	15	1	1	789	1	1,074	.....	36
32	Tennessee	.....	20	31	5	.....	1,256	133	2	31	84	1,126	.....	....	63	5	8	2,220	.....	2,250	14	77
33	Texas	.....	8	32	1	.....	831	102	9	40	67	1,027	.....	....	56	3	.....	1,906	5	1,621	.....	79
34	Vermont	1	7	20	7	1	591	88	2	20	41	72	1	....	16	1	3	569	.....	1,895	.....	109
35	Virginia	.....	8	24	3	3	1,073	198	5	84	98	1,075	2	....	58	2	3	2,126	1	2,521	.....	105
36	West Virginia	.....	5	7	.....	.....	466	27	.....	81	36	400	.....	....	10	2	3	612	.....	866	.....	39
37	Wisconsin	8	41	43	4	8	1,189	142	6	62	115	785	3	1	123	12	17	915	9	4,164	.....	269
	States	376	1,984	2,913	444	597	43,439	7,763	878	4,600	5,148	39,921	209	142	6,244	268	772	61,730	242	125,963	108	9,438
	Territories	10	33	35	14	11	435	76	56	103	138	815	4	22	275	19	3	653	8	859	.....	53
	Grand total	386	2,017	2,948	458	608	43,874	7,839	934	4,703	5,286	40,736	213	164	6,519	287	775	62,383	250	126,822	108	9,491

TABLE K.—*From the United States Census of* 1870, *showing for each State and Territory the number of population, the number of paupers, and the number of criminals.*

	States.	POPULATION.					PAUPERISM.							CRIME.					
									Receiving support June 1, 1870.						Number of persons in prison June 1, 1870.				
										Native.						Native.			
		Total.	White.	Colored.	Native.	Foreign.	No. of persons supported during the year ended June 1, 1870.	Cost of annual support.	Total.	Total.	White.	Colored.	Foreign.	No. of persons convicted during year ended June 1, 1870.	Total.	Total.	White.	Colored.	Foreign.
1	Alabama	996,992	521,384	475,510	987,030	9,962	890	$81,459	687	681	354	327	6	1,269	593	585	149	436	8
2	Arkansas	484,471	362,115	122,169	479,445	5,026	626	74,917	538	490	288	202	48	343	362	322	137	185	40
3	California	560,247	499,424	4,272	350,416	209,831	2,317	273,147	991	354	351	3	637	1,107	1,574	668	662	6	906
4	Connecticut	537,454	527,549	9,668	423,815	113,639	1,728	189,918	1,705	1,237	1,123	114	468	450	430	278	215	63	152
5	Delaware	125,015	102,221	22,794	115,879	9,136	556	41,266	453	403	223	180	50	145	66	57	13	44	9
6	Florida	187,748	96,057	91,689	182,781	4,967	147	9,830	147	142	80	62	5	335	179	176	20	156	3
7	Georgia	1,184,109	638,926	545,142	1,172,982	11,127	2,181	159,793	1,816	1,777	1,270	507	39	1,775	737	723	126	597	14
8	Illinois	2,539,891	2,511,096	28,762	2,024,693	515,198	6,054	556,061	2,363	1,254	1,213	41	1,109	1,552	1,795	1,372	1,229	143	423
9	Indiana	1,680,637	1,655,837	24,560	1,539,163	141,474	4,657	403,521	3,652	2,790	2,583	207	862	1,374	907	755	691	64	152
10	Iowa	1,194,020	1,188,207	5,762	989,328	204,692	1,543	175,179	853	542	486	56	311	615	397	287	273	14	110
11	Kansas	364,399	346,377	17,108	316,607	48,392	361	46,475	336	190	105	85	146	151	329	262	202	60	67
12	Kentucky	1,321,011	1,098,692	222,210	1,257,613	63,398	2,059	160,717	1,784	1,667	963	704	117	603	1,067	968	525	443	99
13	Louisiana	726,915	362,065	364,210	665,088	61,827	590	53,300	507	409	279	130	98	1,559	845	818	460	358	27
14	Maine	626,915	624,809	1,606	578,034	48,881	4,619	367,000	3,631	3,188	3,149	39	443	431	371	261	255	6	110
15	Maryland	780,894	605,497	175,391	697,482	83,412	1,857	163,584	1,612	1,347	781	566	265	868	1,035	967	304	663	68
16	Massachusetts	1,457,351	1,443,156	13,947	1,104,032	353,319	8,036	1,121,604	5,777	5,396	5,323	73	381	1,593	2,526	1,291	1,152	139	1,235
17	Michigan	1,184,059	1,167,282	11,849	916,049	268,010	3,151	269,682	2,042	853	768	85	1,189	835	1,095	679	617	62	416
18	Minnesota	439,706	438,257	759	279,009	160,697	684	66,167	392	126	120	6	266	214	129	73	65	8	56
19	Mississippi	827,922	382,896	444,201	816,731	11,191	921	96,707	809	793	413	380	16	471	449	421	128	293	28
20	Missouri	1,721,295	1,603,146	118,071	1,499,028	222,267	2,424	191,171	1,854	1,415	1,090	325	439	1,503	1,623	1,217	893	324	406
21	Nebraska	122,993	122,117	789	92,245	30,748	93	11,161	92	54	54	.....	38	53	69	44	35	9	25
22	Nevada	42,491	38,959	357	23,690	18,801	196	23,702	54	29	27	2	25	132	99	40	37	3	59
23	New Hampshire	318,300	317,697	580	288,689	29,611	2,636	235,126	2,129	1,754	1,739	15	375	182	267	201	199	2	66
24	New Jersey	906,096	875,407	30,658	717,153	188,943	3,356	283,341	2,390	1,669	1,368	301	721	1,040	1,079	640	483	157	439
25	New York	4,382,759	4,330,210	52,081	3,244,406	1,138,353	26,152	2,661,385	14,100	5,953	5,289	664	8,147	5,473	4,704	2,658	2,323	335	2,046
26	North Carolina	1,071,361	678,470	391,650	1,068,332	3,029	1,706	136,470	1,652	1,647	1,119	528	5	1,311	468	462	132	330	6
27	Ohio	2,665,260	2,601,946	63,213	2,292,767	372,493	6,383	566,280	3,674	2,860	2,659	201	814	2,560	1,405	1,018	892	126	387
28	Oregon	90,923	86,929	346	79,323	11,600	133	24,800	81	62	62	.....	19	80	104	67	55	12	37
29	Pennsylvania	3,521,951	3,456,609	65,294	2,976,642	545,309	15,872	1,256,024	8,796	4,822	4,354	468	3,974	3,327	3,231	2,532	2,088	444	699
30	Rhode Island	217,353	212,219	4,980	161,957	55,396	1,046	97,702	634	442	407	35	192	209	180	125	113	12	55
31	South Carolina	705,606	289,667	415,814	697,532	8,074	2,343	224,805	2,071	1,994	888	1,106	77	1,399	732	714	130	584	18
32	Tennessee	1,258,520	936,119	322,331	1,239,204	19,316	1,349	99,811	1,332	1,280	966	314	52	722	981	902	342	560	79

33	Texas	818,579	564,700	253,475	756,168	62,411	204	21,219	202	177	73	104	25	260	732	602	237	365	136
34	Vermont	330,551	329,613	924	283,396	47,155	2,008	178,628	1,785	1,262	1,231	31	523	139	193	145	143	2	48
35	Virginia	1,225,163	712,089	512,841	1,211,409	13,754	3,890	303,081	3,280	3,254	1,942	1,312	26	1,090	1,244	1,232	331	901	12
36	West Virginia	442,014	424,033	17,980	424,923	17,091	1,102	80,628	994	948	839	109	46	155	191	175	138	37	16
37	Wisconsin	1,054,670	1,051,351	2,113	690,171	364,499	1,553	151,181	1,126	390	374	16	736	837	418	215	192	23	203
	Total	38,115,641	33,203,128	4,835,106	32,642,612	5,473,029	115,491	10,856,842	76,341	53,651	44,353	9,298	22,690	36,162	32,606	23,952	15,986	7,966	8,654
1	Arizona	9,658	9,581	26	3,849	5,809								29	11				11
2	Colorado	39,864	39,221	456	33,265	6,599	73	11,422	19	8	8		11	32	19	16	11	5	3
3	Dakota	14,181	12,887	94	9,366	4,815								2	3	1	1		2
4	District of Columbia	131,700	88,278	43,404	115,446	16,254	303	26,364	279	234	135	99	45	121	143	117	38	79	26
5	Idaho	14,999	10,618	66	7,114	7,885	41	7,247	4	3	3		1	26	28	18	17	1	10
6	Montana	20,595	18,306	183	12,616	7,979	104	17,065	23	8	8		15	24	16	14	13	1	2
7	New Mexico	91,874	90,393	172	86,254	5,620								95	24	21	18	3	3
8	Utah	86,786	86,044	118	56,084	30,702	56	6,206	51	20	19	1	31	27	19	19	19		
9	Washington	23,935	22,195	207	18,931	5,024	34	5,283	20	15	13	2	5	20	19	8	7	1	11
10	Wyoming	9,118	8,726	183	5,605	3,513								24	13	7	7		6
	Total	442,730	386,249	44,903	348,530	94,200	611	73,587	396	288	186	102	108	400	295	221	131	90	74
	Grand total	38,558,371	33,589,377	4,880,009	32,991,142	5,567,229	116,102	10,930,429	76,737	53,939	44,539	9,400	22,798	36,562	32,901	24,173	16,117	8,056	8,728

INDEX.

Absenteeism:
In Colorado, 369.
In Connecticut, 33.
In Maine, 143.
In Rhode Island, 308.
(See also school attendance.)
Academies: Courses of study in, xxxvii.
College students fitted by, xxxviii.
In Maine, 142.
In New Hampshire, 221.
In Oregon, 285.
In Vermont, 336.
In District of Columbia, 399.
In New York, 250.
In Wisconsin, 358.
Summary of statistics of, xxxvii.
(See also secondary instruction.)
Academy, Naval. (See Naval Academy.)
Academy, Military. (See Military Academy.)
Academy of Natural Sciences, Philadelphia Museum of, lvii.
Africa.
Algiers:
School-organization, 541.
Normal school, 542.
Madagascar:
State of education, 543.
Sierra Leone:
State of education, 543.
Senegambia:
State of education, 543.
Agassiz, Professor, museum of, lvii.
Opinion of, on superior instruction, xliii.
Agricultural colleges:
In California, 17.
In Florida, 60.
In Louisiana, 134.
In Maine, 145.
In Maryland, 152.
In Missouri, 209.
In Nebraska, 214.
In Ohio, 278.
In Pennsylvania, 293.
In Vermont, 337.
Agricultural colleges, statistics of. (See Scientific Schools.)
Alabama:
School-fund, 3.
Financial statement, 3.
New school-code, 4.
Teachers' institutes, 4.
State teachers' association, 4, 6.
University of, 4.
Normal department, 4.
School of Agriculture and Mechanics, 4.
School attendance, 5.
Number of schools, 5.
Pupils in different branches, 5.
Teachers, number of, 5.
Teachers, pay of, 5.
Peabody fund, 5.
Peabody fund, in Greensborough, Selma, and Montgomery, 6.
Medical College of, 6.
Medical lectures in, why free, 7.
Talladega College, 7.
Insane Hospital, 7.
Spring Hill College, 7.
Howard College, 8.
Marion Female Seminary, 8.
Tuscaloosa Female College, 8.
Florence Synodical Female College, 8.
Alabama—Continued.
Death of Dr. Mitchell, 8.
Facts from United States census, 8.
List of school officials, 9.
Algiers. (See Africa.)
Alsace-Lorraine. (See Germany.)
American Seaman's Friend Society, libraries of, lvi.
Anderson, Dr. M. B., lectures by, xlvii.
Article by, on art-training, 603–607.
Anhalt. (See Germany.)
Argentine Republic. (See South America.)
Arizona:
Letter from Governor Safford, 365.
Facts from United States census, 365, 366.
Arkansas:
Letter of Superintendent Smith, 11.
Peabody fund, 11.
Little Rock schools, 11.
Saint John's College, 12.
Deaf-mute Institution, 12.
Blind Institute, 12.
Industrial University, 12.
Facts from United States census, 12.
List of superintendents, 13.
Art-training:
In American colleges, 603–607.
Athenian culture, 603.
Deficiency in modern education, 603.
Knowledge of literature, 603.
Necessary to culture, 603.
Deficiency of art-culture, 604.
Art-culture in colleges, 604.
Laws of sound, 604.
Laws of color, 604.
Perspective and architecture, 605.
Beauty an attribute of nature, 605.
Art models, casts, and plans, 605.
Arrangement of collections, 606.
Art-lectures, 606.
Advantage to the public, 606.
Art and history, 606.
Art-training economical and feasible, 607.
How science was first taught, 607.
Remarks on, by Commissioner Eaton, lxxxiii.
Asia:
India:
State of education in, 538.
Japan:
Educational divisions of, 539.
School-administration, 539.
Classes of schools, 539.
Elementary schools, 539.
Secondary schools, 540.
Superior schools, 540.
Normal schools, 540.
Teachers, 540.
Scholars and examinations, 540.
General expenses, 541.
Atkinson, Rev. George H., D. D., xxii.
Attendance. (See school attendance.)
Australasia, 560.
Sandwich Islands. 560.
Inspector-general, 568.
Office of board of education, 568.
Districts, 568.
Teachers, 568.
Attendance, 569.
School-terms, 569.
Support, 569.
Studies and school-books, 569.
Lahainaluna Seminary, 569.
Oahu College, 570.

Australasia—Continued.
Other government schools, 570.
Female seminaries, 570.
Other institutions, 570.
Concluding remarks, 571.
Statistics, 571.
Statement of M. De Varigny, 560.
Austrian Monarchy, 439.
Empire of Austria, 439.
Report of Stremayr, minister of public instruction, 439.
Effect of the new school-law, 439.
Jirecek, minister of public instruction, 440.
Mr. Stremayr again minister of public instruction, 440.
Statistics, 440.
Jesuit gymnasia, 441.
Reform of the real-schools, 441.
Agricultural schools for adults, 441.
Teachers' salaries, 441.
Teachers' societies, 441.
Public distinctions conferred on teachers, 441.
Meeting of the liberal German party at Saint Pölten, 441.
Want of teachers, 442.
Religious exercises in schools, 442.
Education in Vienna, 442.
Lower Austria, 443.
Bohemia, 443.
Upper Austria, 443.
Moravia, 443.
Styria, 443.
Carinthia, 444.
Tyrol, 444.
Salzburgh, 444.
Gallicia, 444.
Kingdom of Hungary:
Report of Eötvös, late minister of public instruction, 444.
Action of Dr. Pauler, the new minister of public instruction, 445.
Education of teachers, 445.
Education of adults, 445.
Recent educational statistics and facts, 445.
Teachers' conference, 446.
Educational intelligence in newspapers, 446.
Educational museum, 446.
Education in the city of Pesth, 446.
Transylvania, 446.
Croatia, 446.
Military frontier, 447.
Baden. (See Germany.)
Bancroft, Hon. George, gift to Harvard College by, lix.
Bavaria. (See Germany.)
Beard, Professor George P., on school-system, xxxii.
Belgium:
General remarks, 447.
Parliamentary discussions, 447.
Position of teachers, 447.
Belgian teachers' society, 447.
Flemish language, 447.
Luxemburg teachers' society, 448.
Appointment and dismissal of teachers in Luxemburg, 448.
Official report on primary schools, 448.
Summary of public and private schools, 448.
Communal schools, 448.
Primary schools of a higher grade for girls, 448.
Private subsidized schools, 448.
Private schools under inspection, and entirely free private schools, 449.
Course of instruction in primary schools, 449.
Infant schools, 449.
Schools for adults, 449.
Charitable workshops and trade-schools, 449.
Schools under the department of justice, 449.
Statistics of illiteracy, 449.
General statistics of primary schools, 450.
Normal schools, 450.
Benefactions, table of educational, 894-909.
Educational, general remarks on, lix.
Summary of statistics of, lxi.
Instances of, lx.
Borges, Senhor, interview with, lxx.
Blind asylums:
In Arkansas, 12.
Blind Asylums—Continued.
In Colorado, 26.
In Illinois, 102.
In Indiana, 113.
In Kansas, 123.
In Kentucky, 127.
In Maryland, 152.
In Mississippi, 199.
In Missouri, 209.
In New York, 245.
In North Carolina, 266.
In Ohio, 279.
In Pennsylvania, 297.
In South Carolina, 315.
In Virginia, 345.
In Wisconsin, 359.
Blind, education of the, 433.
History of education for the, 433.
Convention of superintendents of the, 435.
Statistics of asylums for, 910.
Remarks on education of the, lxxiii.
Institutions for the, lxii.
Boston University, loss by fire, lxxvi.
Brace, J. P., obituary of, 45.
Brace, C. L., book of, noticed, lxiv, (note.)
Brazil. (See South America.)
Breckinridge, Rev. R. J., obituary of, 130.
Bremen. (See Germany.)
Broel-Plater, Count de, letter from, lxviii.
Brooks, Rev. C., obituary of, 180.
Brunswick. (See Germany.)
Bureau of Education:
Act founding, quoted, i.
Steady progress of, i.
Growth of library of, lxvi.
Number of documents distributed by, lxvii.
Correspondence of, lxvii.
Work of, in connection with Vienna Exposition, lxxiv.
(See, also, Commissioner of Education.)
Business Colleges:
Statistics of, 711–715.
Summary of statistics of, xxxiii.
Remarks on, xxxiii.
California:
Financial statement, 14.
Attendance, 14.
Teachers, 14.
School-districts and schools, 14.
Progress of education, 14.
Amended school law, 14.
California Teacher, 15.
Teachers' institutes, 15.
Compulsory education, 15.
Salaries too low, 15.
Education of the Chinese, 15.
Chinese character, 15.
Mission work among Chinese, 16.
Indian schools, 16.
Education of United States soldiers, 16.
University of, 17.
Preparatory classes, 17.
Military discipline, 17.
Lectures, special courses, 17.
Literary and art donations, 17.
Agricultural College, 17.
Inaugural address of President Gilman, 18.
State Normal School, 23.
Private educational institutions, 23.
California Military Academy, 23.
Mills's Seminary, 23.
University College, 23.
Pacific Methodist College, 24.
University of the Pacific, 24.
Washington College, 24.
California College, 24.
St. Joseph's Academy, 24.
Hesperian College, 24.
Sacramento Seminary, 24.
Oakland Seminary, 24.
Napa Ladies' Seminary, 24.
St. Mary's College, 24.
College of St. Augustine, 24.
Santa Clara College, 24.
St. Vincent's College, 25.
St. Catharine's Academy, 25.
Sacred Heart Convent, 25.
St. Ignatius College, 25.
St. Mary of the Pacific, 25.

California—Continued.
San Francisco Theological Seminary, 25.
Pacific Theological Seminary, 25.
Medical colleges, 25.
Charitable institutions, 25.
Institution for Deaf and Dumb and Blind, 26.
Mechanics' Institute, 26.
Public libraries, 26.
San Francisco:
Expenditures and building fund, 27.
Consolidation of primary schools, 27.
Course of study, 27.
Condition of schools, 27.
Text-books, 27.
Examinations of teachers, 27.
Need of reform, 28.
Life diplomas, 28.
Evening Normal School, 28.
Increased pay of teachers, 28.
Evening schools, 28.
Cosmopolitan schools, 29.
Drawing, 29.
Co education of the sexes, 29.
Oakland:
Growth of public schools, 29.
San José:
Public schools, 29.
Death of Hon. Edward Tompkins, 29.
Facts from United States census, 30.
List of superintendents, 31.
Canada. (See North America.)
Census statistics of 1870:
Tables of, for the United States, 942–997.
Of Alabama, 8.
Of Arkansas, 12.
Of Arizona, 365.
Of California, 30.
Of Colorado, 369.
Of Connecticut, 49.
Of Dakota, 371.
Of Delaware, 56.
Of District of Columbia, 397.
Of Florida, 61.
Of Georgia, 69.
Of Illinois, 104.
Of Indiana, 113.
Of Iowa, 117.
Of Kansas, 123.
Of Kentucky, 130.
Of Louisiana, 136.
Of Maine, 147.
Of Maryland, 154.
Of Massachusetts, 182.
Of Michigan, 187.
Of Minnesota, 192.
Of Mississippi, 200.
Of Missouri, 211.
Of Montana, 375.
Of Nebraska, 214.
Of Nevada, 216.
Of New Hampshire, 222.
Of New Jersey, 229.
Of New Mexico, 376.
Of New York, 257.
Of North Carolina, 267.
Of Ohio, 281.
Of Oregon, 286.
Of Pennsylvania, 300.
Of Rhode Island, 310.
Of South Carolina, 316.
Of Tennessee, 325.
Of Texas, 333.
Of Utah, 379.
Of Vermont, 337.
Of Virginia, 347.
Of Washington Territory, 381.
Of West Virginia, 354.
Of Wisconsin, 362.
Of Wyoming Territory, 383.
Centennial Exposition:
Preparations for, lxxv.
Churches:
Statistics of, 979.
Circulars of Information:
Demand for, lxvi.
Number of issued, lxvi.
Resolution of National Teachers' Association in regard to, lxvi.
Cities:
Remarks on education in, xxii.
Number of, xxiii.
Aggregate population of, xxiii.
School attendance of, xxiii.
School-age of, xxiii.
Statistical summary of, xxiii–xxvi.
Statistics of school-systems of, 614–698.
City normal schools, xxxiii.
Co-education of the sexes, xlix.
Coleman, A. L., obituary of, 346.
Colleges:
In Alabama, 4.
In California, 17, 23.
In Connecticut, 40.
In District of Columbia, 390.
In Georgia, 65.
In Illinois, 100.
In Indiana, 111.
In Iowa, 116.
In Kansas, 121.
In Kentucky, 127.
In Louisiana, 135.
In Maine, 144.
In Maryland, 152.
In Massachusetts, 172.
In Michigan, 185.
In Minnesota, 190.
In Mississippi, 199.
In Missouri, 210.
In New Hampshire, 220.
In New Jersey, 227.
In New York, 248.
In North Carolina, 265.
In Ohio, 278.
In Oregon, 284.
In Pennsylvania, 294.
In South Carolina, 315.
In Tennessee, 323.
In Vermont, 337.
In Virginia, 342.
In Wisconsin, 359.
Colorado:
Report of W. C. Lothrop, superintendent public instruction, 367.
Financial statement, 367.
Attendance, 367.
Teachers and teachers' pay, 367.
School-districts and schools, 367.
School-houses, 367–368.
Condition of school system, 367.
School laws, 367.
Politics in schools, 368.
County superintendence, 368.
Teachers, 368.
Teachers' institutes, 368.
Text-books, 368.
Graded schools, 368.
Teachers' libraries, 369.
School-government, 369.
Truancy and tardiness, 369.
Compulsory education, 369.
Facts from United States census, 369.
School-officials, 370.
Colored schools:
In Delaware, 55.
In District of Columbia, 387.
In Georgia, 69.
In Indiana, 110.
In Missouri, 207.
In Tennessee, 323.
Colton, Rev. H. M., obituary of, 44.
Commissioner of Education, report of:
Subjects of national inquiry, i–iii.
Educational statistics, iii–v.
Lessons from the Ninth Census, v–xii.
Facts from the statistical tables, xii–lxvi.
School-population, xiii, xiv.
School-expenditures, xiv–xvi.
Remarks on public-school systems, xvi–xxi.
Education in cities, xxii–xxvi.
Normal schools, xxvii–xxxiii.
Business colleges, xxxiii.
Secondary instruction, xxxiv–xxxviii.
Admission to college, xxxviii–xxxix.
Superior instruction, xxxix–xlvi.
Culture and its uses, xlvi–xlviii.
Female colleges, xlviii, xlix.

Commissioner of Education, report of—Cont'd.
Schools of science, xlix–li.
Theological schools, li, lii.
Law-schools, lii.
Medical schools, &c., lii.
Medical examinations in New York, liii.
Libraries, liii–lvii.
Museums, lvii–lix.
Benefactions, lix–lxii.
Education of the blind, lxii, lxiii.
Education of deaf-mutes, lxiii.
Youth without home-care, lxiv.
Reform-schools, lxiv.
Orphan-asylums, lxv.
Patents for school-furniture, &c., lxv.
Publications, lxv, lxvi.
Library of the office, lxvi.
Circulars of information, lxvi.
Distribution of documents, lxvii.
Office-correspondence, lxvii–lxix.
Incidents related, lxix, lxx.
Education in China, lxx–lxxiii.
Unpublished work of the Office, lxxiii.
The Office force and rooms, lxxiii, lxxiv.
The Vienna Exposition, lxxiv.
The Centennial Exposition in 1876, lxxv.
The great fires, lxxvi.
The health of the school-population, lxxvii–lxxxi.
Public sanitary measures necessary, lxxviii.
Parks as sanitariums, lxxviii, lxxix.
The poor children in New York, lxxix, lxxx.
Maternal ignorance and infantile mortality, lxxxi.
Veterinary instruction, lxxxi–lxxxiii.
Art-training, lxxxiii.
The supervision of education, lxxxiv–lxxxvi.
Recommendations, &c., lxxxvii, lxxxviii.
Compulsory education:
In California, 15.
In Colorado, 369.
In Connecticut, 34.
In Kansas, 119.
In Massachusetts, 169.
In Missouri, 206.
In North Carolina, 263.
In Texas, 332.
In Washington Territory, 381.
In Wisconsin, 358.
Condition of education in the different States:
Remarks on, xvi–xxi.
Congress, education of members of, viii.
Connecticut:
School-fund, 32.
Financial statement, 32.
Attendance, 32, 33.
Number of teachers, 32.
Pay of teachers, 32.
School-districts and schools, 32.
School-houses, 33, 34.
Signs of progress, 33.
Length of school year, 33.
Truancy and absenteeism, 33.
Compulsory education, 34.
Vaccination, 34.
Teachers' institutes, 34.
State teachers' association, 35.
Statistics favor free schools, 36.
Revision of school laws, 36.
"Common-school platform," 36.
Education and invention, 36.
Normal school, 36.
Industrial school for girls, 36.
State reform school, 37.
Soldiers' orphan home, 37.
School for imbeciles, 37.
Deaf and dumb asylum, 37.
Sheffield Scientific School, 37.
College students in, 37.
New Haven:
School accommodations, 37.
Supervision, 38.
Drawing, 38.
Evening-school, 38.
Ungraded school, 38.
Hartford:
Condition of schools, 38.
German, 38.
Evening-schools, 38.
Connecticut—Continued.
Meriden:
Truancy and absenteeism, 39.
Drawing, 39.
Singing, 39.
Evening-schools, 39.
Middletown:
Attendance and progress, 39.
Vocal music and drawing, 39.
New London:
Attendance, 40.
Oral instruction, 40.
Colleges:
Yale College, 40–43.
Wesleyan University, 43.
Trinity College, 43.
Berkley Divinity School, 44.
Fitch's Home for soldiers' orphans, 44.
Whipple Home School for deaf-mutes, 44.
Obituary notes:
Rev. H. M. Colton, 44.
Mr. John P. Brace, 45.
Professor James Hadley, 45–48.
Facts from United States census, 49.
Members Board of Education, 49.
City school-officers, (Hartford, New Haven, Waterbury, Norwich, Middletown,) 50.
Conventions, institutes, and associations:
Educational, 419.
National Educational Association, 419.
General association, 419.
Officers of, 421.
Art-education, 422.
Closing exercises, 422.
Address of Japanese minister, 422.
Resolutions adopted, 423.
Elementary department, 423.
Discussion, 423.
Normal department. 424.
Department of superintendence, 425.
Department of higher instruction, 426.
Reception at Faneuil Hall, 426.
American Institute of Instruction, 427.
National Baptist Educational Convention, 428.
German American Teachers' Union, 428.
Of Superintendents of Blind, 435.
In Alabama, 4.
In Connecticut, 35.
In Indiana, 113.
In Kansas, 120.
In Kentucky, 126, 129.
In Louisiana, 133.
In Maine, 141.
In Michigan, 185, 186.
In Minnesota, 192.
In New Hampshire, 222.
In New York, 234.
In Ohio, 280.
In Pennsylvania, 300.
In Rhode Island, 305.
In Tennessee, 320, 325.
In Vermont, 335.
In West Virginia, 353.
In Wisconsin, 357, 362.
Cooke, Governor H. D., xix.
Cooke, Jay, & Co., xxii.
Coqueiro, J. A., letter from, lxix.
Cost of education:
In Illinois, 74.
In New Jersey, 226.
In Ohio, 271.
In all the States compared, xv.
Crane, T. A., obituary of, 309.
Crime and education. Article on, 586–595.
Relation of crime to education in Europe, 587.
France, 588.
England, 589.
Ireland, 589.
Belgium, 589.
Switzerland, 589.
Italy, 589.
Netherlands, 589.
Crime and education in United States, 589.
Proportion of criminals and illiterate, 592.
Crime, census statistics of, 996.
Culture and instruction, xlvi.
Culture and its methods, xlvii.
Curtis, A. J., obituary of, 187.
Cutter, Calvin, obituary of, 182.

Dakota:
Report of Hon. J. M. Turner, superintendent of public instruction, 371.
Condition of schools, 371.
School prospects, 371.
Facts from United States census, 371, 372.
School officials, 372.
Deaf and dumb:
Education of, 430.
General statistics of, 430.
Compulsory education of, 431.
Danger from uneducated, 431.
Growth of institutions for, 432.
Conference of principals, 432.
Statistics of institutions for, 914.
Summary of statistics of, lxiii.
Asylums for:
In Arkansas, 12.
In California, 26.
In Connecticut, 37.
In Georgia, 65.
In Iowa, 117.
In Kentucky, 127.
In Maryland, 152.
In Mississippi, 199.
In Missouri, 208.
In New York, 244, 245.
In North Carolina, 266.
In Oregon, 285.
In Pennsylvania, 297.
In South Carolina, 315.
In Virginia, 345.
In Wisconsin, 359.
In District of Columbia, 391.
Delaware:
No superintendent of education, 51.
Auditor's report, 51.
School-laws, 51.
School-fund, 51.
School-statistics, 51.
Wilmington:
Report of president board of education, 52–54.
School-statistics, 52.
Grading of schools, 52.
School records and reports, 52.
Teachers' institute and normal school, 53.
Mode of appointing teachers, 53.
Boys' grammar school, 53.
Girls' grammar school, 53.
Night-schools, 53.
Cost of, 54.
Value of school-property, 54.
Organization of new board, 54.
Superintendent of public schools, 54.
New primary school-building, 54.
Increase of teachers' salaries, 54.
Saturday normal school, 54.
School No. 1, scientific lectures in, 55.
Free-hand drawing in public schools, 55.
Music, vocal, 55.
Prizes in grammar-schools, 55.
Dover:
Methodist Episcopal conference academy, 55.
New Castle:
School income and expenditure, 55.
Educational institutions, 55.
Education of colored children, 55.
Association for moral improvement and education of colored people, 55.
Statement, financial, 56.
Number of schools and teachers, 56.
Work of the association, 56.
Number of scholars, 56.
Increased interest in schools shown by colored people, 56.
Friendly feeling by whites, 56.
Facts from United States census, 56.
Denmark:
Secondary instruction, 450.
Farmers' high schools, 451.
Education in Iceland, 451.
Statistics, 451.
Dentistry. (See Medical Schools.)
Dickson, S. H., obituary of, 299.
District of Columbia:
School-statistics, 384, 385.
Washington:
White public schools, 385.
Recommendations of superintendent, 385.
District of Columbia—Continued.
New public-school buildings, 385.
Dedication of Jefferson School, 386, 387.
Address of Superintendent Wilson, 386.
Letter of Thomas Jefferson, 386.
Address of Governor Cooke, 386.
Address of Hon. B. G. Northrop, 386.
Letter of President Grant, 387.
Colored schools of Washington and Georgetown, 387.
Dedication of Sumner School, 388.
Address of Superintendent Cook, 388.
Address of N. P. Chipman, M. C., 388.
Address of Commissioner Eaton, 388, 389.
Smithsonian Institution, 389.
American Union Academy of Literature, Science, and Art, 389.
Columbian College, 390.
Howard University, 390.
Georgetown College, 390.
Columbia Institution for the Deaf and Dumb, 391.
Gonzaga College, 392.
Wayland Seminary, 392.
Washington Business College, 392.
Law College of the National University, 392.
National College of Pharmacy, 393.
Public libraries, 393.
Patent-Office model-room, 394.
Botanical Garden, 394.
Corcoran Art Gallery, 395.
Museum of Smithsonian Institution, 395.
Museum of Department of Agriculture, 395
Army Medical Museum, 395.
United States Naval Observatory, 396.
Office of Army Signal-Office, 396.
Nautical Almanac, 396.
National Soldiers and Sailors' Orphans' Home, 396.
Industrial Home School, 397.
Reform School, 397.
Rev. Edmund Turney, obituary of, 397.
Facts from United States census, 397–398.
Statistics of private schools in Washington for 1872, 399, 400.
Statistics of private schools in Georgetown for 1872, 401.
Charitable and reformatory institutions in District of Columbia, 402.
Dod, Rev. C. S., obituary of, 136.
Dormitories for colleges, opinions concerning, xii.
Drawing in public schools of Connecticut, 39; Delaware, 55; Massachusetts, 167, 169, 171.
Eaton, G. W., obituary of, 255.
Ecuador. (See South America.)
Educational publications, summary of statistics of, lxv.
Education and labor, article on relations of, 572–585.
Observing children, 572.
Muscular force, 573.
Trip-hammer, 573.
Living worker, 573.
Conditions of successful labor, 574.
Analysis of processes, 575.
Wood-sawyer, 575.
Wood-splitter, 576.
Grindstone-turner, 576.
Coal-heaver, 576.
Intelligent shoveler, 576.
Careless shoveler, 577.
Spreading gravel or manure, 577.
Scavenger, 578.
Use of machinery, 578.
Weaver, 579.
Orchestra, 579.
Strauss, 579.
Dull weaver, 579.
Carpenter, 580.
Heavy and light tools, 581.
Plan of labor, 582.
Hoeing corn, 582.
Hay-raking, 582.
Economy of time and force, 583.
Cooking, 583.
Labor the source of wealth, 583.
Mineral ores, 584.
Wood in the forest, 584.
Houses, 584.

Education and labor—Continued.
Lands, 584.
Labor becomes capital, 584.
Effect of education on labor, 585.
National wealth, 585.
Education and crime, article on, 586–595.
Education and pauperism, article on, 596–602.
(See also Education and Labor.)
Engineering. (See Scientific Schools.)
England. (See Great Britain.)
Evans, W. H., lxix.
Examinations for admission to college, xxxviii.
Expenditure for schools in South Carolina, 312.
For all the States compared, xv.
(See also Cost of Education.)
Fay, Edward A., on Education of Deaf and Dumb, 430–432.
Female colleges, table of, 792–801.
Fires; result of the great fires in the West and in Boston, lxxvi.
Florida:
Report of Superintendent Beecher, 58–60.
Progress of free schools, 58.
Present outlook of the system, 58.
School taxation and revenue, 58.
School population and attendance, 58.
Length of schools, 58.
Teachers' salaries, 58.
Seminaries, 58.
School-law, proposed amendments, 59.
Text-books, 59.
Increasing interest in schools, 59.
Schools and attendance, 59.
School-funds, 59.
Peabody fund, 60.
State Agricultural College, 60.
East Florida State Seminary, 60.
Extracts from report agent Peabody fund, 60.
Free schools in Key West, 60.
Washington County, 61.
Facts from the census, 61.
School-officials, 62.
Foster, Rev. S., obituary of, 103.
France:
Political state of, 453.
Jules Simon on school reform, 453.
Colonel Stoffel's statements, 453.
Views of Philarète Chasles, 454.
Views of Gambetta, 454.
Statistics of illitcracy, 454.
Present state of education in, 454.
Study of the German language, 455.
Jules Simon's law regarding compulsory education, 455.
Opposition of the clerical party, 455.
Separation of church and state, 456.
Secondary education, 456.
Lyceums, 456.
Periodical conferences of professors, 456.
Gymnastics, 456.
Military exercises, riding, fencing, swimming, 456.
Excursions, 456.
Lessons in hygiene, 456.
Modern languages, 456.
History and geography, 456.
Modification in the teaching of Latin and Greek, 457.
Elementary classes, 457.
Recitations, 457.
Written exercises, 457.
Latin verses, 457.
Translations, 457.
The interrogating method and the explanation of authors, 457.
French language and literature, 457.
Use of library, 457.
Résumé of observations regarding the teaching of Latin and Greek, 457.
Examinations, 457.
Fraser, J. F., obituary of, 300.
Galloway, Hon. S., obituary of, 280.
Gamwell, A. A., obituary of, 309.
Garth, William, gift by, lx.
Georgia:
Report of State school commissioner of, 63.
Condition of education, 63.
School-law, 63.
Georgia—Continued.
A general public-school system, 63.
Prejudices to be removed, 63.
Peabody fund, 64.
Schools of Lincoln County, 64.
Need of school-houses, 64.
Scarcity of teachers, 64.
Wesleyan Female College, 64.
Greensborough Female College, 64.
Le Vert Female College, 64.
Southern Female College, 64.
Moore's Atlanta Actual Business College, 65.
Institution for deaf and dumb, 65.
Atlanta Medical College, 65.
Savannah Medical College, 65.
Medical college of, 65.
Emory College, 65.
University of, 65.
Address before the, ("Should the State educate the people?") 65.
Education *versus* crime, 66.
Intelligent productive power, 66.
Education preservative of liberty, 66.
Intelligent juries, 66.
Progress of education, slow, 66.
Comparative illiteracy, 66.
Rule of ignorance, 67.
Power of education, (H. V. J.,) 67.
Atlanta:
Inauguration of public-school system, 67.
Appropriation for school-houses, &c., 67.
Change to public-school system, 67.
Examination of teachers, 67.
Establishment of schools, 68.
Teachers' institute, 68.
Normal class, 68.
Course of study, 68.
School-fund insufficient, 68.
Effect of public schools, 68.
Savannah:
Educational legislation, 68.
Course of study, 69.
Growth, 69.
Home teachers, 69.
Written examinations, 69.
Obstacles to success, 69.
Country schools, 69.
Colored children, 69.
Facts from United States census, 69, 70.
List of school-officials, 71, 72.
Germany:
Absence of national system, 457.
Society for the furtherance of education, 457.
Organization of the German school, 458.
General Educational Society, 458.
Uniform German school legislation, 458.
Adult schools, 458.
General attendance at school, 458.
The infallibility dogma and education, 458.
Female teachers, 459.
Teachers' seminaries, 459.
School hygiene, 460.
School-fees, 460.
Gustavus Adolphus Society, 460.
Teachers' pensions, 460.
Pestalozzi societies, 460.
General German Teachers' Society, 460.
Alsace-Lorraine:
Re-organization of the school-system, 461.
Counteraction of the clergy, 461.
Education in the Imperial Parliament, 461.
Statistics, 461.
Conference of school-inspectors, 462.
Compulsory education, 462.
Appointment of teachers, 462.
Teachers' seminaries, 462.
Secondary instruction, 462.
The Strasburg University, 462.
School of pharmacy at Strasburg, 462.
Educational journal, 463.
Anhalt. (No report.)
Baden:
School-administration, 463.
Communal non-confessional schools, 463.
Want of teachers, 463.
Teachers' reading-room, 463.
Bavaria:
Increase of teachers' salaries, 463.

Germany—Continued.
Bavaria:
Statistics, 464.
Education in Munich, 464.
The infallibility dogma and education, 464.
Non-confessional schools, 464.
Study of pedagogics in the universities, 464.
Distinction conferred on a worthy teacher, 464.
Bremen:
Teachers' seminary, 465.
Teachers' salaries, 465.
Brunswick:
Teachers' conference, 465.
Education in the Brunswick Chambers, 465.
Truancy law, 465.
Meeting of the teachers of the deaf and dumb, 465.
Hamburg:
Introduction of the new school-law, 466.
Educational societies, 466.
School-hygiene, 466.
Statistics, 466.
Hesse:
Teachers' salaries, 466.
Teachers' societies, 466.
Agricultural course of elementary teachers, 467.
Schools for young persons that have left school, 467.
Business college at Offenbach, 467.
Lippe-Detmold. (No report.)
Lübeck. (No report.)
Mecklenburg-Schwerin:
Educational societies, 467.
A teacher in the citizens' council, 468.
Compulsory service for teachers, 468.
Mecklenburg-Strelitz. (No report.)
Oldenburg. (No report.)
Prussia:
Change of ministry, 468.
Education in the Prussian Parliament, 468.
The new Prussian school-law of 1872, 469.
The infallibility dogma and education, 469.
School-finances, 469.
Teachers' seminaries, 470.
Teachers' salaries, 470.
Teachers' societies, 470.
Schools for young persons who have finished their schooling, 470.
Gymnastics, 470.
School-hygiene, 470.
Statistics of illiteracy, 471.
School-statistics of Berlin, 471.
Reuss-Greiz. (No report.)
Reuss-Schleiz:
Action of the Chambers with regard to education, 471.
School-districts, 471.
Saxe-Altenburg:
Teachers' salaries, 471.
Number of classes in schools, 472.
Saxe-Coburg-Gotha:
Change in the school-law, 472.
Gymnastics, 472.
Saxe-Meiningen:
Statistics, 472.
Saxe-Weimar:
Teachers' societies, 472.
Private schools, 472.
Teachers' salaries, 473.
Saxony:
School-finances, 473.
The new school-law discussed by the Lutheran Synod, 473.
Real-schools, 473.
Teachers' seminaries, 473.
Want of teachers, 473.
School-hygiene, 474.
Evening and Sunday schools, 474.
Private schools, 474.
Gymnastics, 474.
Teachers' societies, 474.
Education of idiots, 474.
Vital statistics, 474.
Schaumburg-Lippe. (No report.)
Schwarzburg-Rudolstadt:
Education in the chambers, 475.
Teachers' conference, 475.
Germany—Continued.
Schwarzburg-Sondershausen:
Teachers' salaries, 475.
Meeting of kindergarten teachers, 475.
Waldeck:
Teachers' conference, 476.
Würtemberg:
Statistics, 476.
Teachers' societies, 476.
Sunday and evening schools, 476.
School-hygiene, 476.
German educational literature, 476.
General educational literature, 477.
School-programmes, 477.
Educational journals and periodicals, 477.
Statistics of the German universities, 1871–'72, 477.
Gilmore, Professor J. H., xlvii.
Great Britain and Ireland:
England and Wales:
Code of minutes of the educational department—introduction, 478.
Annual grants, preliminary conditions, 479.
Grants to day-schools, 480.
Grants to evening-schools, 480.
Calculation of attendance, 480.
Standards of examinations, 481.
Reduction of grant, 482.
School-diary or log-book, 482.
Teachers referred to in the preceding section, 483.
Certificated teachers, 483.
Examination, 483.
Probation, 483.
Certificates, 483.
Certificates of the first and second classes, 483.
Certificates of the third class, 483.
Future rating of existing certificates, 484.
Reports of managers and inspectors, 484.
Pupil teachers, 484.
Pupil teachers who have successfully completed their engagements, 485.
Assistant teachers, 485.
Training-schools, 485.
Grants to training-schools, 485.
Admission into training-schools, 486.
Examinations of students in training-schools, 486.
Evening-scholars, 487.
Revision of code, 487.
Statistics of elementary schools in England and Wales, 487.
Statistics of training-schools in England and Wales, 488.
Scotland:
Children in receipt of education, 488.
Scottish education commissioner's remarks regarding age of children attending school, 488.
Inquiry limited to children between 5 and 13 years of age, 489.
Number of children 5–13 years of age receiving education, 489.
Proportion of children 5–13 years of age receiving education in the several counties, 489.
Proportion lowest where Roman Catholics most numerous, 490.
Proportion of different religious denominations able to sign their names in the marriage-register, 490.
Total number of children from 5–13 years of age, and the proportion of such in the receipt of education, 490.
Whether the education of children has advanced since 1861, 491.
Educational statistics of Scotland, 1861, 491.
Proportion of children from 5–13 years of age in the several counties who were in the receipt of education, 491.
Statistics of training-schools, 491.
Statistics of elementary schools, 1868–'71, 492.
Ireland:
Progress of education from 1861 to 1871, 492.
Education in the different provinces of Ireland, 492.
Religious persuasion of scholars and teachers 493.

Ireland—Continued.
Religious denomination of the scholars in the national schools, 493.
Number of schools in operation, and number of children on rolls from 1833 to 1871, 493.
Number of teachers in the national schools, 494.
Agricultural school-farms, 494.
Work-house schools and attendance, 494.
District and minor model schools, 494.
Greece:
University of Athens, 495.
Elementary schools, 495.
Catholic schools on the Ionian Islands, 495.
Death of Minister Christopulos, 495.
Recent statistics, 495.
Statistics of public schools, 495.
Statistics of illiteracy, 496.
Guiana. (See South America.)
Hadley, Professor James, obituary of, 45.
Hamburg. (See Germany.)
Hamilton, W. J., obituary of, 298.
Harvard University, loss by fire, lxxvi.
Harvey, Hon. Thomas W., xxxii.
Hawaiian Islands:
Article on education in, 567–571.
(See also Australasia.)
Health of school-population:
General remarks on, lxxvii.
Need of public measures to secure, lxxviii.
Hiskey, W. O., obituary of, 191.
Hopkins, Albert, obituary of, 181.
Howe, Dr. S. G., on instruction of blind, 433–436.
Hungary. (See Austrian Monarchy.)
Hunter, W. H., obituary of, 299.
Idaho:
Receipts, 373.
Expenditures, 373.
School-statistics, 373.
School-districts and schools, 373.
Condition of schools, 373.
School-lands, 373.
Distribution of school-funds, 373.
County supervision, 373.
Facts from United States census, 374.
Illinois:
Report of Superintendent Bateman, 73–96.
Common-school funds, 73.
Financial statement, 73.
School-statistics, 73–78.
Attendance, &c., 73.
Cost per scholar, 74.
Teachers, number of, 74.
Pay of, 74.
Examination of, 74.
Certificates issued, 75.
Teachers' institutes, 75, 89.
Visits of county superintendents, 76.
School-districts and schools, 76.
Public schools, 77.
Private schools, 77.
Length of schools, 77.
Financial condition of districts, 77.
School-lands, 77.
Township-funds, 77.
School-houses, 78.
New school-law, 78–80.
Modifications of old law, 78.
New provisions, 79.
The natural sciences, 80.
Effect on teachers, 80.
Effect on pupils, 80.
Wider influences, 80.
Complaints against public schools, 81.
Three important inquiries, 81.
How to obtain good teachers, 81.
Facilities for training teachers insufficient, 82.
State aid needed, 82.
Horace Mann in Massachusetts, 82, 83.
Instruction in natural sciences, 83, 84.
Time wasted, 85.
A common error, 85.
Study of arithmetic, 86.
Revision of text-books, 86.
Sphere of the State in education, 87.
Plea for high schools, 87.
Benefits to the State, 88.
Effect upon common schools, 88.
Illinois—Continued.
The rights involved, 88.
Other beneficial effects, 88.
County supervision, 89.
Normal schools, 89.
State Normal University, 89.
University diploma, 90.
Cost of university, 90.
The Model School, 90.
Southern Illinois Normal University, 90.
Cook County Normal School, 90.
Peoria County Normal School, 90.
Educational rights of children, 91–93.
Popular misapprehensions, 91.
Objection examined, 91.
Pertinent queries, 92.
How to test the matter, 92.
Verdict of statistics, 93.
Conclusion of report, 93–96.
The schools, summary view of, 94.
School-law, amendments to, 95–96.
Chicago:
The fire, 96.
Public spirit of the teachers, 97.
Effects of the fire, 97.
New board of education, 97.
School-buildings, 97.
Increase of scholars, 97.
Branches of study, 97.
The High School, 97.
The Normal School, 97.
Jacksonville:
The Portuguese element, 98.
Institutions:
State Normal University, 98.
Funds from United States grants, 98.
Model department, 98.
Museum and library, 98.
Public lectures by the faculty, 98.
Cook County Normal and Training School, 98.
German-English Normal School, 99.
Industrial University, 99.
Co-education of the sexes, 99.
University of Chicago, 99.
Library and museum, 99.
Scientific apparatus, 99, 100.
Shurtleff College, 100.
Wheaton College, 100.
Saint Ignatius College, 100.
Wesleyan University, 100.
Lombard University, 100.
Eureka College, 100.
Monmouth College, 101.
Westfield College, 101.
Evanston College for Women, 101.
Northwestern Female College, 101.
Illinois Female College, 101.
Almira College, 101.
Rockford Seminary, 101.
Jennings Seminary, 101.
Ferry Hall, 102.
Rush Medical College, 102.
Bennett College of Eclectic Medicine and Surgery, 102.
Theological Seminary of Northwest, 102.
Garrett Biblical Institute, 102.
Institution for the Blind, 102.
Home for the Friendless, 102.
Chicago Reform School, 103.
Institution for Feeble-Minded Children, 103.
Chicago Academy of Sciences, 103.
Death of Rev. S. Foster, 103.
Death of F. A. Lord, M. D., 103.
State Teachers' Association, 104.
Facts from United States census, 104, 105.
School-officials, 105, 106.
Illinois Female College, destruction of, by fire, lxxvii.
Illiteracy in Europe, 535.
Average expenditure, 535.
Comparative cost of war and education, 535.
Illiteracy of United States, v, vi.
India. (See Asia.)
Indiana:
Report of State superintendent, 107.
School-funds, 107.
Common-school fund, 107.
School-revenue, 107.

Indiana—Continued.
Attendance, 108.
School districts and schools, 108.
Teachers and teachers' pay, 108.
School-houses, 108.
Valuation of school-property, 108.
Means of increasing school-revenue, 108.
Unchanged per capita, 109.
School-houses, 109.
School-trustees, 109.
County-examiners, 109.
Examination of teachers, 110.
County-institutes, 110.
Evansville:
School-accommodations, 110.
Branches of study, 110.
Colored schools, 110.
Shelbyville—condition of schools, 110.
Elkhart—school-progress, 110.
Institutions:
State Normal School, 111.
Indiana University, 111.
Wabash College, 111.
Hanover College, 111.
University of Notre Dame, 112.
Northwestern Christian University, 112.
Howard College, 112.
De Pauw College, 112.
Earlham College, 112.
Union Christian College, 112.
Indianapolis Female Institute, 112.
Blind Institute, 113.
Convention of instructors of blind, 113.
Facts from United States census, 113, 114.
School-officials, 114, 115.
Indians, condition of education among, 405–418.
Enumeration of Indians, 405.
New York Indians, 407.
Indians in States and not on reservations, 407.
Michigan Indians, 408.
Indians in Wisconsin, 408.
In Minnesota, 409.
East of Mississippi, 409.
In Nebraska, Kansas, and Indian Territory, 409.
Nebraska Indians, 410.
Kansas Indians, 410.
Indian Territory, 411.
Condition of tribes in, 412.
Cherokee alphabet, 413.
Other tribes in, 415.
Indians in Dakota, Montana, and Idaho, 415.
Indians in Wyoming, Colorado, Utah, and Nevada, 416.
Wyoming, 416.
Colorado, 416.
Utah, 416.
Nevada, 416.
Indians in New Mexico and Arizona, 416.
Arizona Indians, 417.
Pacific Coast Indians, 417.
Conclusion, 418.
Industrial schools:
In Arkansas, 12.
In Connecticut, 36.
In District of Columbia, 397.
In Louisiana, 134.
In Missouri, 207.
In North Carolina, 263.
In Wisconsin, 361.
Institutes. (See Conventions.)
Instruction in academies, &c., xxxvi.
Iowa:
State University, 116.
Central University of, 116.
Upper Iowa University, 116.
Wesleyan University of, 116.
Griswold College, 116.
Iowa College, 116.
Cornell College, 116.
Tabor College, 117.
Institution for Deaf and Dumb, 117.
Reform School, 117.
Facts from United States census, 117, 118.
Ireland. (See Great Britain.)
Italy:
Report of the late minister of public instruction, C. Correnti, 496.
Italy—Continued.
The ministry of public instruction, 496.
School-finances, 497.
Provincial administration, 497.
Special features, 497.
Festival days commemorative of famous Italians, 497.
Societies for the study of Italian history, 497.
Statistics, 497.
Superior instruction, 498.
Royal Institute for Superior Practical Studies, 499.
Academy of Science and Literature, 499.
School for Engineers at Turin, 499.
School for Engineers at Naples, 499.
Superior technical schools, 499.
Superior normal schools, 500.
Schools of veterinary surgery, 500.
Secondary schools, 500.
Royal secondary schools, 500.
Comparison of technical schools, 501.
Primary schools, 502.
Libraries, 502.
Academies and schools of the fine arts and music, 502.
Museums, 502.
Academies of science, literature, &c., 502.
Archives, 502.
Courses of study, 502.
Closing of convents, 503.
Re-opening of the Roman University, 503.
Lyceum and gymnasium at Rome, 503.
Separation of church and state, 503.
First Protestant church in Rome, 503.
Abolishing religious instruction in Alessandria, 503.
Prevailing ignorance, 503.
Statistics of illiteracy, 504.
The kindergarten in Italy, 504.
Infant asylum in Rome, 504.
Festival of the Plebiscite, 504.
Japan. (See Asia.)
Japanese legation, visit of, lxx.
Jarvis, Edward, M. D., quoted on education and health, lxxxi.
Article by, on common labor and common schools, 572–585.
Jay, Hon. John, lxxiv.
Kansas:
Report of State superintendent, 119.
School-prosperity, 119.
Summary of statistics, 119.
Classification of district-schools, 119.
Text-books not uniform, 119.
Compulsory education, 119.
Township system of districting, 120.
Permanent school-fund, 120.
State teachers' association, 120.
Educational journal, 120.
Atchison:
Public-school improvements, 120.
Lawrence:
Condition of schools, 120.
Examinations for gradation, 120.
Object-lessons, 121.
German, 121.
High-school, 121.
Institutions:
State normal schools, 121.
University of, 121.
Agricultural College, 122.
Washburn College, 122.
Highland University, 122.
Saint Benedict's College, 122.
College of the Sisters of Bethany, 122.
Blind Asylum, 123.
Academy of Science, 123.
Death of W. E. Ruble, 123.
Facts from United States census, 123.
Kentucky:
Report of State Superintendent Hon. H. A. M. Henderson, 125.
General condition of schools, 125.
School-revenue, 125.
Suspension of payment, 125.
Payment of teachers, 125.
District taxation, 125.
The rate amendment, 125.

Kentucky—Continued.
Trustees, 126.
Teachers' institutes, 126.
State Teachers' Association, 126.
School-houses, 126.
Normal schools, 126.
Education of colored people, 126.
National education bill, 126.
Changes in the school-law, 127.
Owensborough:
Public schools, 127.
Institutions:
Institution for the Blind, 127.
Institution for Deaf-Mutes, 127.
Institute for Feeble-Minded, 127.
Kentucky University, 128.
University of Louisville, 128.
Louisville Medical College, 128.
Military Institute, 128.
Bethel College, 128.
Eminence College, 128.
Hocker Female College, 128.
Cecilian College, 128.
St. Mary's College, 129.
State Teachers' Association, 129.
Teachers' institutes, 129.
Dr. Breckinridge, obituary of, 130.
Facts from United States census, 130.
Ketchum, Rev. S., letter of, lvi.
Kindergarten:
In Germany, 475.
In Italy, 504.
In Michigan, 185.
Discussion on, 423.
Notes on, lxxxvi.
Kirkland, J. T., tribute to, lx.
Laisun, Chan, lxx, lxxi.
Laveleye, E. de, letter from, lxix.
Law-schools, table of, 814, 815.
Summary of statistics of, lii.
Distribution by States, lii.
Law, Professor James, lxxxiii.
Lee, Charles A., obituary of, 255.
Leggett, General M. D., aid by, lxv.
Libraries:
Table of, 820–887.
Summary of, liii–lv.
Classes of, reported, lvi.
Of secondary institutions, xxxvi.
In California, 26.
In District of Columbia, 393.
In Missouri, 206.
In New Jersey, 226.
In Ohio, 275.
Statistics of, for 1870, from census, 983.
Lord, F. A., M. D., obituary of, 103.
Lieber, Francis, obituary of, 254.
Louisiana:
Report of Hon. Thomas W. Conway, State superintendent, 132.
School-fund, 132.
Disbursements, 132.
Number of pupils, 132.
Average daily attendance, 132.
Number of teachers, 132.
Average pay of teachers, 132.
New school-law, 133.
Teachers' institutes, 133.
State Teachers' Association, 133.
State University, 133.
Agricultural and industrial schools, 134.
Peabody fund, 134.
Peculiar condition of certain rural districts, 134.
Mixed schools, 134.
New Orleans:
Board of education, 135.
School-buildings, 135.
Model schools, 135.
Normal School and College, 135.
State University, 135.
Polytechnic and Industrial Institute, 136.
Saint Charles College, 136.
New Orleans Dental College, 136.
Rev. Charles S. Dod, obituary of, 136.
Facts from United States census, 136.
Lyons, C. J., article by, on education in Hawaiian Islands, 567–571.
Madagascar. (See Africa.)
Mahon, D. H., obituary of, 255.
Maine:
Report of Warren Johnson, State superintendent of instruction, 138.
Financial statement, 138.
Attendance, 138.
Districts and school-houses, 138.
Teachers and teachers' pay, 138.
Modification in school-law, 139.
School-revenue, 139.
School census and attendance, 139.
Length of school-terms, 139.
Graded schools, 140.
Text-books, 140.
Drawing in school, 140.
Teachers, 140.
Teachers' institutes, 140.
State Teachers' Association, 141.
New school-houses, 141.
School-districts, 141.
District-agents, 141.
Town-supervision, 141.
City-supervision, 141.
County-supervision, 141.
Free high-schools, 142.
Academies, 142.
Madawaska schools, 142.
Portland:
Condition of schools, 142.
Methods of primary teaching, 143.
School-accommodations, 143.
Supervision, 143.
Popularity of public schools, 143.
Branches of study, drawing, writing, singing, 143.
Truancy, 143.
The High School, 143.
Normal-class training, 143.
Institutions:
State normal schools at Farmington and Castine, 144.
Colby University, 144.
College of Agriculture and Mechanics, 145.
Bates College, 145.
Theological Seminary, 145.
Waterville Classical Institute, 145.
State Reform School, 145.
Educational Association, 146.
Obituary of Rev. T. C. Upham, 146.
Facts from United States census, 147.
Mansfield, Edward D., article by, on crime and ignorance, 586–595.
On pauperism and ignorance, 596–602.
Facts from United States census, 147.
Maryland:
Report of M. A. Newell, president board school-commissioners, 149.
School-fund, 149.
Financial statement, 149.
Decrease of expenses, 149.
School-statistics, 149.
Number of pupils in different branches, 150.
School-law, 150.
Teachers' institutes, 150.
Colored schools, 150.
Baltimore:
Condition of schools, 150.
School-accommodations, 151.
School-commissioners, 151.
Compulsory education, 151.
Physical education, 151.
Drawing and music, 151.
Female high-schools, 151.
Colored schools, 151.
Superintendent of instruction, 151.
City College, 151.
Institutions:
Howard Normal School, 152.
State Normal School, 152.
Deaf and Dumb Institution, 152.
Blind Institution, 152.
Manual-Labor School, 152.
House of Refuge, 152.
Colleges, 152.
Agricultural College, 152.
Rock Hill College, 153.
Saint Joseph's Academy, 153.

Maryland—Continued.
Western Maryland College, 153.
Baltimore Female College, 153.
Brookville Academy, 153.
Frederick Female College, 153.
Schools of medicine, 153.
College of Pharmacy, 153.
College of Dental Surgery, 153.
Baltimore Orphan Asylum, 154.
Facts from United States census, 154.
School-officials, 155.
Martin, W. A. P., D. D., account of Chinese University by, lxxii.
Mason, Lowell, obituary of, 228.
Massachusetts:
School-fund, 156.
Income for 1871, 156.
Financial statement, 156.
Attendance, 157.
Teachers and teachers' pay, 157.
Schools and school-houses, 157.
Massachusetts, census of 1765 alluded to, i.
Massachusetts Institute of Technology, loss by fire, lxxvi.
School-fund, 157.
Teachers' institutes, 158.
Supervision of schools, 158.
Women as members of school-committees, 159.
Special agents, 159.
School-age, 159.
Common-school studies, 159.
High-schools, 160.
The half-day system, 160.
Normal schools, 160.
Training of teachers, 161.
Teaching of drawing, 161.
Special normal drawing-classes, 162.
Technical education, 163.
Boston:
School accommodations and expenditures, 163.
Attendance, 163.
Classification, 164, 165.
Normal School, 165.
Teachers, 166.
Dr. Leigh's method, 166.
Ratio of school-expenses, 166.
Woburn:
School-buildings, 166.
Condition of schools, 166.
Change in course of study, 167.
Drawing, 167.
Text-books, 167.
Springfield:
Salaries, 167.
Schools at Indian Orchard, 167.
Industrial Drawing-School, 167.
Free-hand drawing, 167.
Worcester:
School-accommodations, 167.
Grading schools, 168.
Truant-school, 168.
Manufacturers and employers, 168.
Compulsory education, 169.
Evening-schools, 169.
Free evening-school for drawing, 169.
Drawing in the schools, 169.
Teachers' drawing-class, 169.
Normal and training school, 170.
High School, 170.
Taunton:
Condition of schools, 170.
Drawing, 170.
Evening factory-schools, 170.
Fall River:
School-accommodations, 171.
Drawing-schools, 171.
Factory-school, 171.
Institutions:
Worcester County Free Institute of Industrial Science, 171, 172.
Harvard University, 172–174.
Smith College, 174.
Amherst College, 174.
Williams College, 175.
Andover Theological Seminary, 175.
Newton Theological Institution, 175.
School of Theology in Boston University, 175.
Institute of Technology, 175.
Massachusetts—Continued.
Institutions:
Worcester Academy, 175.
Lawrence Academy, 175.
Highland Military Academy, 175.
Monson Academy, 176.
Williston Seminary, 176.
College of the Holy Cross, 176.
Mount Holyoke Female Seminary, 176.
Maplewood Institute, 176.
Oread Institute, 176.
Essex Institute, 176.
Clarke Institution for Deaf-Mutes, 176.
School for Imbeciles, 177.
Nautical School, 177.
State Teachers' Association, 177–179.
High and Classical School Teachers' Association, 179.
Obituary notes:
Rev. Charles Brooks, 180.
William Seaver, 181.
Albert Hopkins, 181.
Calvin Cutter, 182.
Sylvanus Thayer, 182.
Facts from United States census, 182, 183.
Maupin, S., obituary of, 345.
McClintock, Hon. W., obituary of, 280.
Medical, dental, and pharmaceutical schools:
Summary of statistics of, lii.
Medical schools:
Tables of, 816–819.
Medical examinations:
Law of New York regarding, liii.
Mexico. (See North America.)
Michigan:
Report of Hon. O. Hosford, superintendent of public instruction, 184.
School-fund, 184.
Attendance, 184.
Branches of study, 184.
Teachers and their salaries, 184.
School-laws, 185.
Teachers' institutes and associations, 185.
County superintendents, 185.
The kindergarten, 185.
State University, 185.
Agricultural College, 185.
Albion College, 186.
Kalamazoo College, 186.
Hillsdale College, 186.
Adrian College, 186.
Olivet College, 186.
State Normal School, 186.
State Reform School, 186.
State Teachers' Association, 186.
County Superintendents' Association, 186.
Obituary:
A. J. Cartis, 187.
Henry W. Thompson, 187.
Facts from United States census, 187.
School-officials, 188.
Military Academy, examinations, 761.
Mining schools. (See Science, Schools of.)
Minnesota:
Report of Hon. H. B. Wilson, superintendent public instruction, 189.
School-fund, 189.
Attendance, 189.
Teachers and salaries, 190.
School-laws, 190.
Teachers' institutes, 190.
State Teachers' Association, 190.
County superintendents, 190.
Convention of, 190.
Private schools, 190.
Carlton College, 190.
Red Wing Institute, 191.
College of Saint John, 191
Normal schools, 191.
State University, 191.
Benevolent institutions, 191.
Professor William O. Hiskey, obituary of, 191.
Superintendents' Association, 192.
Facts from United States census, 192.
School-officials, 193, 194.
Mississippi:
Report of Hon. H. R. Pease, State superintendent of public instruction, 195.

Mississippi—Continued.
School-fund, 195.
Financial statement, 195.
Population and attendance, 195.
Teachers and teachers' pay, 195.
Schools, number of, 195.
School houses and sites, 196.
School furniture and apparatus, 196.
Value of school-property, 196.
School-law, 196.
School-revenues, 196.
School-lands, 196.
Supervision defective, 197.
Teachers, want of, 197.
Teachers' institutes, 197.
High-schools, 197.
Text-books, uniformity of, 197.
Scholastic year, 198.
Public sentiment, 198.
Peabody fund, 198.
State Normal School, 198.
Tougaloo University, 199.
Deaf and Dumb Institution, 199.
Blind Institute, 199.
Central Female Institute, 199.
Peabody public school, 199.
Lawrence Business College, 199.
Pass Christian College, 199.
College of, 200.
University of, 200.
Facts from United States census, 200.
School-officials, 201.
Missouri:
Report of Hon. John Monteith, State superintendent of public instruction, 203.
School-fund, 203.
Financial statement, 203.
Attendance, 203.
Teachers and teachers' pay, 203.
Schools and school-houses, 203.
The common schools, 203.
Education *versus* crime, 203.
School-lands, 204.
School-tax, 204.
School-law, 204.
School-houses, 205.
Text-books, 205.
Teachers, 205.
State certificates, 205.
Teachers' institutes, 205.
District conventions, 206.
Compulsory education, 206.
Methods of teaching, 206.
Vocal music, 206.
Bible in schools, 206.
Public-school libraries, 206.
High and graded schools, 206.
Colored schools, 207.
Industrial and reform schools, 207.
Saint Louis:
Condition of schools, 207.
Warrensburgh:
Normal School, 207.
Louisiana:
School attendance, 207.
Kansas City:
Condition of public schools, 207.
Music and drawing, 207.
Teachers' institutes, 208.
Saint Joseph:
Cost of schools, 208.
Tuition-fees to be abolished, 208.
Drawing and music, 208.
Institutions:
Normal schools, 208.
Lincoln Institute, 208.
Deaf and Dumb Institute, 208.
Blind Institution, 209.
University of, 209.
School of Agriculture, 209.
School of Mines, 209.
Co-education of the sexes, 209.
Washington University, 210.
Saint Louis University, 210.
Saint Vincent's College, 210.
McGee College, 210.
Dental College, 210.
Facts from United States census, 211.
Missouri—Continued.
School-officials, 212.
Mitchell, Rev. W. H., D. D., obituary of, 8.
Montana:
Facts from United States census, 375.
Moore, J. G., obituary of, 299.
Mori, J. A., letter from, lxix.
Muñoz, J. M., letter from, lxviii.
Murray, Dr. David, lxx, (note.)
Museums:
Table of, 888–893.
Remarks on statistics of, lvii.
Letter of Professor Ward on, lviii.
Summary of table of, lviii.
Music in common schools:
In Connecticut, 39.
In Delaware, 55.
In Missouri, 206.
In Ohio, 273, 275.
Naval Academy examinations, 761.
Nebraska:
State University and Agricultural College, 214.
College and Grammar School, 214.
Facts from United States census, 214.
School-officials, 215.
Netherlands:
Secular schools, 504.
Educational societies, 505.
Industrial schools for the indigent, 505.
Jewish Orphan Asylum, 505.
School report for 1869–'70, 505.
Superior instruction, 505.
Universities, 506.
Athenæums, 506.
Gymnasia and Latin schools, 506.
Expenses for superior instruction, 506.
Secondary instruction, 506.
Agricultural schools, 507.
The polytechnic schools, 507.
Schools of navigation, 508.
Institution for Deaf-Mutes and Blind, 508.
Institutions for the preparation of civil officers for Dutch India, 508.
Miscellaneous secondary schools, 508.
School for Nurses, 508.
School of Veterinary Surgery, 508.
Income and expenditure of secondary instruction, 508.
Primary instruction, 509.
Number of schools, 509.
Number of teachers, 509.
Number of scholars, 510.
Evening-schools, 510.
Comparative statistics, 511.
Number of children that were instructed cost-free, 512.
Schools for adults, 512.
Normal schools, 512.
Teachers' societies, 512.
Income and expenditure of primary instruction, 512.
Educational institutions for the army and navy, 513.
Prison-schools, 513.
Infant-schools, 514.
Statistics of illiteracy, 514.
Nevada:
Colored children in public schools, 216.
Facts from United States census, 216.
School-officials, 217.
School-statistics of, xviii, (note.)
New Hampshire:
Report of Hon. J. W. Simonds, State superintendent of public instruction, 218.
School-fund, 218.
Attendance, 218.
Teachers and teachers' pay, 218.
School-districts and schools, 218.
School-property, 218.
Graded schools, 218.
Common district-schools, 218.
Town-supervision, 219.
Prudential committees, 219.
Town school-committees, 219.
County-supervision, 219.
Town and district systems contrasted, 219.
Teachers' institutes, 220.
Public schools in Dover, 220.

New Hampshire—Continued.
State Normal School, 220.
Dartmouth College, 220.
Phillips Exeter Academy, 221.
Atkinson Academy, 221.
Kimball Union Academy, 221.
Francistown Academy, 221.
Tilden Ladies' Seminary, 221.
Littleton Graded School, 222.
State Teachers' Association, 222.
Facts from United States census, 222.
School-officials, 223.
New Jersey:
Report of E. A. Apgar, State superintendent, 224.
School-fund, 224.
Financial statement, 224.
School-statistics, 224.
Percentage of attendance, 224.
Teachers and salaries, 225.
Teachers' certificates, 225.
School-districts and school-houses, 225.
Summary of statistics, 226.
School-term, 226.
Cost of education, 226.
School-law, 226.
Public-school libraries, 226.
Newark:
Attendance, 226.
Condition of schools, 227.
New Brunswick:
Attendance, 227.
Institutions:
College of New Jersey, 227.
Rutgers College, 227.
Institute of Technology, 228.
Drew Theological Seminary, 228.
Seton Hall College, 228.
State Reform School, 228.
Lowell Mason, obituary of, 228.
Facts from United States census, 229.
School-officials, 230.
New Mexico:
Facts from United States census, 376.
Newspapers and periodicals:
Statistics of, from census, 987.
New York:
Report of Hon. Abram B. Weaver, 231.
School-fund, 231.
Financial statement, 231.
School-districts, 231.
School-buildings, 232.
Value of school-property, 232.
Expenses, 232.
Number of pupils, 232.
Attendance, 232.
Length of school-year, 233.
Classification of pupils, 233.
Teachers and salaries, 233.
Statistics of normal schools, 233.
School-law, 233.
Teachers' institutes, 233.
Educational associations, 234.
Normal schools, 234.
Indian schools, 234.
Object-lessons, 234.
Quaker mission, 234.
Indian citizenship, 235.
Congressional legislation, 235.
Albany:
Condition of schools, 235.
Free Academy, 235.
Auburn:
Attendance, 235.
Oswego:
Teachers and salaries, 236.
Absence and tardiness, 236.
Rochester:
Attendance, 236.
Drawing and German, 236.
Syracuse:
Attendance, 237.
No need of corporal punishment, 237.
Drawing, 237.
Utica:
School-accommodations, 237.
Drawing, 237.
Evening-school, 237.
New York—Continued.
Buffalo:
Organization, 237.
School-accommodations, 238.
Attendance of pupils, 238.
Attendance of teachers, 238.
Salaries of teachers, 238.
Study of German, 238.
Drawing, 238.
The colored school, 238.
Assessments of pupils, 239.
New York City:
Attendance of pupils, 239.
Comparative number taught, 239.
Regularity of attendance, 239.
Accommodations afforded by the schools, 239.
Examinations, 240.
Management of schools, 240.
Comparative progress of different grades, 240.
Colored schools, 240.
Discipline, 240.
Suspensions and expulsions, 241.
Reading, 241.
Spelling, 241.
Definitions, 241.
Arithmetic, 241.
Writing, 242.
Drawing, 242.
Geography, 242.
Object-teaching, 242.
Licensing of teachers, 242.
Absence of teachers, 243.
Need of school-libraries, 243.
Evening-schools, 243.
Lectures, 243.
Institutions:
Museum of Natural History, 243.
State normal schools, (at Albany, Buffalo, and Fredonia,) 244.
Thomas Asylum for Orphan and Destitute Indian Children, 244.
Deaf and Dumb Institution, 244.
Epidemic fever in school, 245.
Industrial instruction, 245.
Institution for Improved Instruction of Deaf-Mutes, 245.
Blind Institution, 245.
Union Theological Seminary, 245.
Auburn Theological Seminary, 245.
Union Home for Soldiers' and Sailors' Orphans, 246.
Home for the Friendless, 246.
Wartburgh Orphans' Farm-School, 246.
Juvenile Asylum, New York City, 246.
Half-Orphan Asylum, 246.
Five Points Mission, 246.
House of Refuge, New York City, 246.
Western House of Refuge, 247.
Bellevue Hospital Medical College, 247.
Eclectic Medical College, 247.
Homœopathic Medical College, 247.
College of Pharmacy, New York City, 247.
Medical Department, University of Buffalo, 247.
College of Dentistry, 247.
Report of the regents of the University of the State of New York, 247.
Preliminary proficiency, 248.
College of the City of New York, 248.
Union College, 248.
Inauguration of President Potter, 248.
Cornell University, 248.
Hobart College, 249.
Rensselaer Polytechnic Institute, 249.
Brooklyn Collegiate and Polytechnic Institute, 249.
Syracuse University, 249.
University of Rochester, 249.
Vassar College, 249.
Elmira Female College, 250.
Manhattan College, 250.
Saint Joseph's College, 250.
Saint Stephen's College, 250.
College of Saint Francis Xavier, 250.
Claverack College, 250.
Packard's Business College, 250.
Ingham University, 250.
Monroe Collegiate Institute, 250.

New York—Continued.
Packer Collegiate Institute, 250.
Hungerford Collegiate Institute, 259.
Fort Edward Collegiate Institute, 251.
Jamestown Collegiate Institute, 251.
LeRoy Academic Institute, 251.
Rockland Female Institute, 251.
Buffalo Female Academy, 251.
Mechanicsville Academy, 251.
Ithaca Academy, 251.
Cortland Academy, 251.
Hartwick Seminary, 251.
Long Island Historical Society, 251.
University Convocation, 251, 252.
State Teachers' Association, 253.
Obituary notes:
Dr. Francis Lieber, 254.
Dr. Charles A. Lee, 255.
Professor Dennis H Mahan, 255.
Dr. George W. Eaton, 255.
Facts from United States census, 257.
State school-officers, 258–260.
Normal schools, statistics of, 699–710.
Need of raising standard of, xxxi.
Example of State aid to, xxxi.
Per capita appropriation for, xxx.
Opposition to, xxx.
Summary of statistics of, xxvi–xxix.
Training given by, demand for, xxx.
Inadequacy of, xxx.
In cities, xxxiii.
In Algiers, 542.
In Connecticut, 36.
In Illinois, 89.
In Indiana, 111.
In Kansas, 121.
In Kentucky, 126.
In Louisiana, 135.
In Maine, 144.
In Maryland, 152.
In Massachusetts, 160.
In Michigan, 186.
In Minnesota, 191.
In Missouri, 208.
In New Hampshire, 220.
In New York, 233, 234, 244.
In Ohio, 272.
In Pennsylvania, 291.
In Rhode Island, 308.
In South Carolina, 314.
In Tennessee, 323.
In Utah, 378.
In Vermont, 335.
In West Virginia, 352, 353.
In Wisconsin, 359.
Statistics of, from census, 979.
North America:
Dominion of Canada, 544.
The new school-law of New Brunswick, 544.
Mexico, 545.
Primary education, 545.
Secondary education, 545.
Scientific societies, libraries, &c., 546.
North Carolina:
Report of Hon. Alexander McIver, 261.
Educational funds, 261.
Financial statement, 261.
Attendance, 261.
School buildings and teachers, 261.
The school system, 262.
Law relating to school-funds, 262.
Defects of the present law, 263.
Compulsory education, 263.
Industrial education, 263.
Teachers' institutes, 263.
Educational Journal, 264.
Educational benefactions, 264.
Education in Congress, 265.
Statistical tables, 265.
Peabody fund, 265.
University of, 265.
Davidson College, 266.
Trinity College, 266.
North Carolina College, 266.
Wake Forest College, 266.
Bingham School, 266.
Wesleyan Female College, 266.
Raleigh Female Seminary, 266.
North Carolina—Continued.
Salem Female Academy, 266.
Wilson Collegiate Seminary, 266.
Institute for Deaf and Dumb and Blind, 266.
Facts from United States census, 267.
School officials, 268.
Norway. (See Sweden.)
Obituary notices of foreign educators, deceased during the year 1871–'72, 561.
Obituary notices of educators in United States. (See under "Names of individuals.")
Occupations, professional, &c., 995.
Ohio:
Report of Hon. T. W. Harvey, State commissioner of common schools, 269.
School-fund, 269.
Financial statement, 269.
School-population, 269.
Attendance, 269.
Private and class schools, 270.
Teachers' and teachers' pay, 270.
School-property, 270.
Average rate of local school-tax, 270.
Decrease of taxes, 270.
Net cost of education, 271.
School-lands, 271.
Codification of school-laws, 271.
The township-system, 271.
Supervision, 271.
Examiners, 271.
Teachers' certificates, 272.
Teachers' institutes, 272.
Schools for colored children, 272.
Normal schools, 272.
Cincinnati:
German in the public schools, 273.
Drawing as a compulsory branch, 273.
Music, 273.
Language-lessons, 274.
Night-schools, 274.
University, 274.
Public library, 275.
Columbus:
Condition of schools, 275.
Women principals, 275.
Branches of study, (music, drawing, German,) 275.
Normal class, 275.
History of public-school system, 275.
Toledo:
Organization, 275.
Early teachers, 276.
Present condition, 276.
Evening-schools, 276.
Influence of manufactories, 276.
Writing, 276.
Drawing in schools, 276.
Time required to teach it, 276.
Utility of the study, 277.
Methods of teaching, 277.
Institutions, notices of:
State Reform School for Girls, 278.
Toledo University of Arts and Trades, 278.
Agricultural and Mechanical College, 278.
Kenyon College and Theological Seminary, 278.
Antioch College, 279.
Baldwin University, 279.
Wesleyan University, 279.
Cincinnati Wesleyan College, 279.
Ohio Female College, 279.
Medical colleges, 279.
Blind Institution, 279.
Reform School, 280.
House of Refuge, 280.
Historical Society, 280.
Hon. Samuel Galloway, obituary of, 280.
Hon. Warren McClintock, obituary of, 280.
State Teachers' Association, 280.
Superintendents' association, 281.
Facts from United States census, 281.
School-officials, 282.
Oregon:
School-statistics, 283.
Condition of school-fund, 283.
Distribution of interest on the common-school fund, 283.
Condition of university-fund, 283.

Oregon—Continued.
School-lands, 283
Common-school fund, 283.
State superintendent, 284.
Albany Collegiate College, 284.
Pacific University, 284.
State University, 284.
Christian College, 284.
Portland Academy and Female Seminary, 285.
McMinnville Academy, 285.
Saint Helen's Hall, 285.
Bishop Scott Grammar-School, 285.
Deaf-Mute School, 285.
State penitentiary, 285.
Facts from United States census, 286.
School-officials, 287.
Orphan asylums, statistics of, 921–926.
Statistical summary of, lxv.
Packard, S. S., xxxiii.
Partridge, Hon. J. R., letter of, lxix.
Patents for school-furniture, lxv, 927.
Pauperism, statistics of, from census, 996.
Relation of, and education. (See Education and.)
Pay of teachers, table showing, in each State, xvi.
In Alabama, 5.
In Colorado, 367.
In Florida, 58.
In Indiana, 108.
In Louisiana. 132.
In Maine, 138.
In Massachusetts, 157.
In Michigan, 184.
In Minnesota, 190.
In Mississippi, 195.
In Missouri, 203.
In New Jersey, 225.
In New York, 233.
In Ohio, 270.
In Rhode Island, 304.
In South Carolina, 312.
In Virginia, 339.
In Wisconsin, 357.
Peabody fund:
In Alabama, 5.
In Arkansas, 11.
In Florida, 60.
In Georgia, 64.
In Louisiana, 134.
In Mississippi, 198.
In North Carolina, 265.
In South Carolina, 314.
In Tennessee, 319.
In Texas, 332.
In Virginia, 340.
In West Virginia, 351.
Remarks on, xviii.
Periodicals on education:
In California, 15.
In Kansas, 120.
In Rhode Island, 305.
Pennsylvania:
Report of Hon. J. P. Wickersham, State superintendent common schools, 288.
No school-fund, 288.
Financial statement, 288.
Comparative statement, 288.
Educational progress, 288.
General statistics, 289.
Expenditure for the Corn-Planter Indians, 289.
Teachers' institutes, 289.
Technical education, 289.
Building school-houses, 290.
Length of school-term, 290.
Need of educational reform, 290.
Orphan schools, 290.
Financial statement, 291.
Normal schools, 291.
Philadelphia:
Central High-School, 291.
The Normal School, 291.
Public night-schools, 291.
Night-School for Artisans, 292.
Reading:
Public schools, 292.
Female principals, 292.
High-school, 292.
Normal school, 292.
Pennsylvania—Continued.
Allegheny:
Condition of schools, 292.
Evening-schools, 292.
School for Mutes, 293.
Institutions, notices of:
University of Pennsylvania, 293.
Memorial-windows, 293.
Cost of university-equipments, 293.
Agricultural College, 293.
Western University of Pennsylvania, 294.
Washington and Jefferson College, 294.
Dickinson College, 294.
Pennsylvania College, 294.
Saint Vincent's College, 294.
Mercersburgh College, 294.
Muhlenburg College, 294.
Villanova College, 294.
Ursinus College, 295.
Military Academy, 295.
Lutheran Missionary Institute, 295.
Nazareth Hall, 295.
Pittsburgh Female College, 295.
University Female Institute, 295.
Cottage Hill College, 295.
School of Design for Women, 295.
Academy of Natural Sciences, 295.
Moravian Seminary for Young Ladies, 296.
Allentown Female College, 296.
Hollidaysburgh Seminary, 296.
Brooke Hall Female Seminary, 296.
Wilson College, 296.
Swarthmore College, 296.
Westminster College, 297.
Lebanon Valley College, 297.
Lutheran Theological Seminary, 297.
Gettysburgh Theological Seminary, 297.
Jefferson Medical College, 297.
College of Dental Surgery, 297.
Philadelphia Dental College, 297.
Deaf and Dumb Institution, 297.
Blind Institution, 297.
House of Refuge, 298.
Obituary notes;
John Smith Richards, 298.
William J. Hamilton, 298.
William Henry Hunter, 299.
John G. Moore, 299.
Samuel Henry Dickson, 299.
Ann Preston, 299.
John F. Frazer, 300.
State Teachers' Association, 300.
Facts from United State census, 300–301.
School-officials, 302.
City or borough superintendents, 303.
Pharmacy. (See Medical schools.)
Phelps, Professor, statement by, xxxi, xxxii.
Pierce, J. D., observations by, on normal graduates, xxxii.
Population classified according to nativity, color, and race, 996.
Portugal:
Statistics, 514.
Preston, Ann, obituary of, 299.
Professional schools:
In California, 25.
In District of Columbia, 390.
In New Jersey, 228.
In New York, 247.
In Ohio, 278, 279.
In Pennsylvania, 297.
In South Carolina, 316.
(See also under law, medical, theological, &c.)
Prussia (See Germany.)
Publicaions, educational, table of, 929–940.
Public parks as sanitariums, lxxviii.
Railroads, educational aid by, xxii.
Raymond, Mr., donation by, xxvi, (note.)
Recommendations of Commissioner, lxxxvii.
Reform-schools, table of, 919.
Summary of statistics of, lxiv.
In Connecticut, 37.
In District of Columbia, 397.
In Illinois, 103.
In Iowa, 117.
In Michigan, 186.
In Missouri, 207.
In New Jersey, 228.

Reform Schools—Continued.
In Ohio, 278, 280.
In Rhode Island, 309.
In Vermont, 337.
Rhode Island:
Report of Hon. T. W. Bicknell, 304.
School-fund, 304.
Expenditures, 304.
Appopriations for 1871–'72, 304.
Attendance of pupils, 304.
Teachers and teachers' pay, 304.
Number of schools, 305.
Educational progress, 305.
School-law, 305.
Teachers' institutes, 305.
Teachers' associations, 305.
The Rhode Island Schoolmaster, 305.
Educational Union, 306.
Evening-schools, 306.
Drawing in public schools, 306.
Women as school-officers, 306.
Illiteracy, 306.
Providence:
School-buildings, 307.
School-terms, 307.
Branches of study, 307.
Truancy, 307.
Evening-schools, 307.
Newport:
Public schools, 308.
Truancy, 308.
Evening high-school, 308.
High-school endowment, 308.
Institutions, notices of:
State Normal School, 308.
Brown University, 308.
Scholarships, 308.
Providence Reform School, 309.
Scholfield's Commercial College, 309.
Albert A. Gammell, obituary of, 309.
Rev. T. A. Crane, obituary of, 309.
Institute of Instruction, 309.
Facts from United States census, 310.
Richards, J. S., obituary of, 298.
Ruble, W. E., obituary notice of, 123.
Russia:
Re-organization of secondary and other schools, 515.
Private educational enterprises, 515.
Russianizing the Baltic provinces, 515.
Ukase of the Emperor regarding instruction in German, 515.
Educational Museum, 515.
Reading-rooms, 515.
General interest taken in education, 516.
Education in Poland, 516.
Female Gymnasium in Moscow, 516.
Want of teachers for the secondary and superior schools, 516.
Technical real-schools, 517.
Re-organization of the district-schools, 517.
Endeavors of the government to raise the general standard of education, 517.
Compulsory education among the Cossacks, 517.
Finland:
History and government, 518.
School laws and government, 518.
Primary schools, 518.
Secondary schools, 518.
Normal schools, 518.
Real-schools, 518.
The Polytechnicum, 518.
Lyceums, 519.
University, 519.
Other public institutions, 519.
Duration of school-year, 519.
Safford, Governor A. P. K., letter of, xx, (note.)
Sandwich Islands. (See Australasia; also, Hawaiian Islands.)
Saxony. (See Germany.)
School-age, remarks on, xxvi.
School-attendance:
In Alabama, 5.
In California, 14.
In Colorado, 367.
In Connecticut, 32.
In Florida, 58.
School attendance—Continued.
In Illinois, 73.
In Indiana, 108.
In Louisiana, 132.
In Maine, 138.
In Massachusetts, 157.
In Michigan, 184.
In Minnesota, 189.
In Mississippi, 195.
In Missouri, 203.
In New Hampshire, 218.
In New Jersey, 224.
In New York, 232.
In North Carolina, 261.
In Ohio, 269.
In Rhode Island, 304.
In South Carolina, 312.
In Virginia, 339.
In West Virginia, 350.
In Wisconsin, 356.
(See also absenteeism.)
School-finances, table of, by States, 610.
School-fund:
In Alabama, 3.
In Connecticut, 32.
In Delaware, 51.
In Florida, 59.
In Illinois, 73.
In Indiana, 107.
In Kansas, 120.
In Louisiana, 132.
In Maryland, 149.
In Massachusetts, 156.
In Michigan, 184.
In Minnesota, 189.
In Mississippi, 195.
In Missouri, 203.
In New Hampshire, 218.
In New Jersey, 224.
In New York, 231.
In North Carolina, 261.
In Ohio, 269.
In Oregon, 283.
In Rhode Island, 304.
In South Carolina, 313.
In Texas, 327, 328.
In Utah, 377.
In West Virginia, 350.
In Wisconsin, 356.
School-furniture, patented, 927, lxv.
School-law:
Of Alabama, 4.
Of California, 14.
Of Colorado, 367.
Of Connecticut, 36.
Of Delaware, 51.
Of Florida, 59.
Of Georgia, 63.
Of Illinois, 78, 95, 96.
Of Kentucky, 127.
Of Louisiana, 133.
Of Maryland, 150.
Of Michigan, 185.
Of Mississippi, 196.
Of Missouri, 204.
Of New Jersey, 226.
Of New York, 233.
Of North Carolina, 263.
Of Ohio, 271.
Of Rhode Island, 305.
Of Tennessee, 319.
Of Texas, 328.
Of Virginia, 342.
Of West Virginia, 352.
School-officers:
Of Alabama, 9.
Of Arkansas, 13.
Of Colorado, 370.
Of Connecticut, 50.
Of Dakota, 372.
Of Florida, 62.
Of Georgia, 71.
Of Indiana, 114.
Of Maryland, 155.
Of Michigan, 188.
Of Minnesota, 193.
Of Mississippi, 201.
Of Missouri, 212.

School-officers—Continued.
Of Nebraska, 215.
Of Nevada, 217.
Of New Hampshire, 223.
Of New Jersey, 230.
Of New York, 258.
Of North Carolina, 268.
Of Ohio, 282.
Of Oregon, 287.
Of Pennsylvania, 302.
Of South Carolina, 317.
Of Texas, 334.
Of Utah, 380.
Of Virginia, 348.
Of West Virginia, 355.
Of Wisconsin, 363.
School-statistics by States, 608.
School-systems of States, remarks on, xvii, xviii.
In North Carolina, 262.
In Ohio, 271.
In Texas, 328.
In Vermont, 336.
In Wisconsin, 358.
Schwarz-Senborn, Baron de, lxxiv.
Science, schools of:
Statistics of, 802–809.
Remarks on, xlix.
Summary of statistics of, xlix, l.
Scientific instruction:
In Connecticut, 37.
In Delaware, 55.
In Louisiana, 136.
In Massachusetts, 163, 175.
Scotland. (See Great Britain.)
Scott, J. W., donation by, xxvi, (note.)
Seaver, W., obituary of, 181.
Secondary instruction, statistics of, 716–760.
Remarks on, xxxiv–xxxviii.
Summary of statistics of, xxxiv.
Senegambia. (See Africa.)
Shanks, Hon. J. P. C., aid by, xxi, (note.)
Sierra Leone. (See Africa.)
Smith, J. E. L., letter from, lxviii.
South America:
Argentine Republic, 547.
History of education in the Argentine Republic, 547.
Law for the distribution of public funds, 548.
Normal school, 549.
Work of the past year 1871, 549.
Education in the provinces:
Buenos Ayres, 549.
Entre Rios, 550.
Santa Fé, 550.
Corrientes, 550.
Cordoba, 550.
San Luis, 550.
Santiago, 550.
Mendoza, 550.
San Juan, 550.
Riaja, 550.
Catamarca, 550.
Tucuman, 551.
Salta and Jujuy, 551.
Statistics, 551.
Brazil:
Superior instruction, 551.
Secondary instruction, 552.
Primary instruction, 552.
Expenditure for public instruction, 552.
The Business College, 552.
Institution for the Blind, 552.
Institution for Deaf-Mutes, 552.
Scientific, literary, and artistic establishment, 552.
The Imperial Academy of Medicine, 552.
Historical and Geographical Institute, 552.
The public library of Rio de Janeiro, 553.
Various libraries, 553.
Dramatic Conservatory and National Theater, 553.
Academy of Fine Arts, 553.
Conservatory of Music, 553.
Imperial Lyceum of Arts and Industry, 553.
Statistical table of primary schools, 553.
Chili:
Actual state of education in Chili, 554.
Superior, scientific, and professional instruction, 554.
South America—Continued.
Primary and popular education, 555.
Ecuador:
General progress of education, 557.
School of fine arts, 557.
Guiana, British, 558.
Teachers, 558.
Schools, 558.
School-inspection, 558.
Irregularity of attendance, 559.
School-hours, 559.
Standards of merit, 559.
Statistics, 559.
South Carolina:
Report of Hon. J. K. Jillson, 312.
School-revenue, 312.
School-expenditures, 312.
Attendance, 312.
Teachers and teachers' pay, 312.
School-districts and schools, 312.
School-houses, 312.
Condition of school-system, 313.
School-funds, 313.
Poll-tax, 313.
Annual reports of county school-commissioners, 313.
Uniform system of school-records, 314.
Distribution of text-books, 314.
Teachers' institutes, 314.
State normal schools, 314.
Peabody fund, 314.
Educational Institute, 314.
State Orphan Asylum, 314.
Deaf, Dumb and Blind Institute, 315.
University of, 315.
Wofford College, 315.
Newberry College, 315.
Greenville Baptist Female College, 315.
Claflin University, 315.
Furman University, 316.
Southern Baptist Theological Seminary, 316.
Facts from United States census, 316.
School-officials, 317.
Spain:
State of education, 520.
Noble sentiment expressed by the King, 520.
Statistics:
The record of national progress, i.
Changes in character of, ii.
Of intelligence in United States census, ii.
Importance of educational, iii, iv.
From Ninth Census, v–xii.
For 1872 considered, xii–lxvii.
Date of, xii.
Method of tabulating, xii.
School age and attendance in different States compared, xiii.
Receipts and expenditures, remarks on table of, xiv, xv.
Superior instruction:
Summary of statistics of, xxxix–xli.
Condition of, xlii.
Conditions of improvement in, xlii.
Opinion of Professor Agassiz on, xliii.
Superior instruction of females:
Summary of statistics of, xlviii.
Number of institutions for, in each State, xlviii.
Denominations of, in each State, xlviii
Supervision of education, lxxxiv–lxxxvi.
Cost of, lxxxiv.
Necessary qualifications for, lxxxvi.
Sweden and Norway:
Migratory schools, 520.
Teachers and teachers' seminaries, 520.
Salaries and finances, 520.
Statistics, 520.
School-statistics of Stockholm, 520.
Switzerland:
Argovia, 521.
Statistics, 521.
Agricultural school at Muri, 521.
Teachers' conference, 522.
A teachers' jubilee, 522.
Appenzell:
Statistics, 522.
General teachers' conference, 523.
Basle:
Basle, city of, 523.
Statistics, 523.

Switzerland—Continued.
School-finances, 523.
Teachers' pensions, 523.
School-hygiene, 523.
Basle, country:
Draught of a new school-law, 523.
Cantonal Teachers' Union, 524.
School-expenditure, 524.
Illiteracy of conscripts, 524.
Berne:
General statistics, 524.
Illiteracy of conscripts, 524.
Teachers' Union, 524.
School-expenditure, 524.
Election of teachers, 524.
The Victoria Institution, 524.
Fribourg:
Normal School at Hautenir, 525.
Geneva:
Proposed revision of the public-school law, 525.
Glaris:
School-expenditure, 525.
Teachers' pension-fund, 525.
Grisons:
School-expenditure, 525.
Secondary instruction, 525.
Lucerne:
Statistics, 526.
The new school-law, 526.
Neufchatel:
Teachers' salaries, 526.
Schaffhausen:
Courses of instruction for teachers, 526.
Schwyz:
Gratuitous instruction, 526.
Statistics, 527.
Soleure:
Expenditure for education, 527.
Statistics of illiteracy, 527.
Private educational establishment, 527.
St. Gall:
City of St. Gall, 527.
Teachers' salaries, 527.
Tessin:
Statistics, 527.
Teachers' seminary, 528.
Thurgovia:
New school-law, 528.
Unterwald:
Death of an eminent friend of education, 528.
Uri:
The cantonal school of Altorf, 528.
Valais. (No report.)
Vaud:
Teachers' seminary, 529.
Zug:
Statistics, 529.
Zurich:
Statistics, 529.
Statistics of illiteracy, 530.
Object-lessons, 530.
Pestalozzi societies, 530.
Female students at the university, 530.
The Federal Polytechnic School, 530.
General remarks, 530.
Scholastic year, 530.
Conditions of admission, 530.
Fees, 531.
Different schools, 531.
Statistics, 532.
Federal action with regard to the Jesuits, 532.
Compulsory education, 532.
Tanaka, Mr. F., visit of, lxx.
Teachers' associations. (See Conventions.)
Teachers' institutes:
In Alabama, 4.
In California, 15.
In Colorado, 368.
In Connecticut, 34.
In Georgia, 68.
In Illinois, 75, 89.
In Indiana, 110.
In Kentucky, 126, 129.
In Louisiana, 133.
In Maine, 140.
In Maryland, 150.
In Massachusetts, 158.
In Michigan, 185.
Teachers' institutes—Continued.
In Minnesota, 190.
In Mississippi, 197.
In Missouri, 205, 208.
In New Hampshire, 220.
In New York, 233.
In North Carolina, 263.
In Ohio, 272.
In Pennsylvania, 289.
In Rhode Island, 305.
In South Carolina, 314.
In Vermont, 335.
In Virginia, 343.
In Wisconsin, 357.
Technical schools in Europe, 535.
Course of instruction in, 535.
Schools of forestry, 535.
Schools of veterinary surgery, 537.
Schools of navigation, 537.
Schools for nurses, 538.
Tennessee:
Reports of Hons. William Morrow and J. B. Killebrew, 318.
Condition of educational interests, 318.
Illiteracy, 318.
Increase of, 318.
Ignorance and crime, 318.
Necessity of public schools, 318.
Prejudices to be overcome, 318.
School-legislation, 319.
County reports, 319.
Peabody fund, 319.
Central Teachers' Association, 320.
Dr. Shelton's address, 320.
Memphis:
Condition of schools, 320.
School-buildings, 321.
Nashville:
Condition of schools, 321.
School-buildings, 321.
Branches of study, 321.
Address of Hon. William H. Stephens before the University of Nashville, 321.
Institutions:
Lookout Mountain School, 322.
Freedmen's Normal Institute, 323.
University of Nashville, 323.
Montgomery Bell Academy, 323.
East Tennessee University and State Agricultural College, 323.
Fisk University, 324.
Cumberland University, 324.
West Tennessee College, 324.
King College, 324.
Maryville College, 324.
East Tennessee Wesleyan University, 325.
Mary Sharp College, 325.
State teachers' association, 325.
Facts from the United States census, 325, 326.
Texas:
Report of Hon. J. C. De Gress, State superintendent of public instruction, 327.
Permanent school-fund, 327.
Available school-fund, 327.
School-appropriation, 327.
School-statistics, 327.
Inauguration of free-school system, 328.
Success of the system, 328.
School-law, 328.
School-lands, 328.
School-fund, 328.
School-tax, 329.
Gradation of schools, 329.
School-buildings, 329.
Scholastic terms, 329.
Scholastic census, 329.
Supervisors, 330.
School-directors, 330.
Principals, 330.
Examiners, 330.
Teachers, 330.
Equal compensation to male and female teachers, 331.
Teachers' conventions, 331.
Text-books, 331.
Languages in schools, 331.
Night-schools, 331.
Private schools, 331.

Texas—Continued.
Education of the colored race, 331.
Illiteracy, 332.
Crime, 332.
Compulsory education, 332.
Sectarianism and politics in public schools, 332.
Peabody fund, 332.
Condition of schools at the close of the year 1872, 333.
Facts from the United States census, 333, 334.
School-officials, 334.
Text-books:
In Colorado, 368.
In Florida, 59.
In Illinois, 86.
In Kansas, 119.
In Maine, 140.
In Mississippi, 197.
In Missouri, 205.
In South Carolina, 314.
In Texas, 334.
In Utah, 378.
In Vermont, 336.
In Washington Territory, 381.
In West Virginia, 352.
Thayer, S., obituary of, 182.
Theological schools, table of, 810–813.
Summary of statistics of, li.
Denominations of, li.
Number of, in each State, lii.
Thompson, H. W., obituary of, 187.
Thurm, Feodor, letter from, lxviii.
"Times fund" for poor children, lxxix.
Tolstoï, Count D., letter from, lxix.
Tompkins, Hon. E., obituary of, 29.
Toner, Dr. J. M., gift by, to found "Toner Lectures," lx.
On Public parks as sanitariums," letter by, lxxviii.
Toole, J. E., letter from, lxviii.
Truancy. (See Absenteeism.)
Turkey:
Lectures on Turkish law, 533.
Prizes for Turkish text-books, 533.
The Imperial Lyceum, 533.
Education in Servia, 533.
American missionary colleges, 533.
The Turkish press, 533.
Turney, Rev. E., obituary of, 397.
Tyndall, Professor John, opinion of, on superior instruction, xliv.
Upham, Rev. T. C., obituary of, 146.
United States, 1870:
Area of, v.
Population of, v.
Races of population, v, vi.
Foreigners in, vi.
Wealth of, vi.
Illiterates in, vi, vii.
Actual illiteracy of population in, vii.
Statistical charts of, viii.
Professional men in, ix.
Income of educational institutions in, ix.
Instructors of same, x.
Students of same, x.
Libraries in, x, xi.
Newspapers and periodicals in, xi.
Paupers in, xi.
Criminals in, xii.
Land-grantees, free-school policy for, xxii.
Utah:
Report of Hon. Robert L. Campbell, territorial superintendent public instruction, 377.
School-revenue, 377.
Attendance, 377.
Teachers, 377.
School-districts and schools, 377.
Finances, 377.
Donations, 377.
Free schools, 378.
County superintendents, 378.
Trustees, 378.
Teachers, 378.
Text-books, 378.
School-apparatus, 378.
Normal school, 378.
Facts from United States census, 379.
School-officials, 380.
Van Buren, General T. B., lxxiv.
Vermont:
Report of Hon. John H. French, secretary of the board of education, 335.
Teachers' institutes, 335.
Examinations of teachers, 335.
Teachers' associations, 335.
Normal schools, 335.
Uniformity of text-books, 336.
The "town-system," 336.
Educational progress, 336.
Recommendations of the secretary, 336.
State Normal School, 336.
State Normal School at Castleton, 336.
Lyndon Literary Institution, 336.
Barre Academy, 337.
Caledonia County Academy, 337.
Episcopal Institute, 337.
Norwich University, 337.
Middlebury College, 337.
State University and Agricultural College, 337.
Reform School, 337.
Facts from United States census, 337, 338.
Veterinary instruction:
Need of, lxxxi.
Condition of, lxxxii.
Virginia:
Report of Hon. W. H. Ruffner, State superintendent of public instruction, 339.
Financial statement, 339.
Attendance, 339.
Teachers and teachers' pay, 339.
School-districts and schools, 339.
School-property, 339.
Growth of public-school system, 339.
Diminution in the proceeds of the State school-tax, 340.
The literary fund, 340.
Aid from Peabody fund, 340.
Progress of public sentiment, 340.
Law-abiding character of the people, 340.
Improvement in school-houses, 341.
Improvement in schools, 341.
The colored people, 341.
County superintendents, 341.
School-trustees, 341.
Local school-taxes, 342.
Proposed change in tax-law, 342.
Census of school-population, 342.
Academies and colleges, 342.
Alexandria:
History of the public schools, 343.
Condition of the schools, 343.
Teachers' institutes, 343.
Institutions, notices of:
University of Virginia, 343.
Military Institute, 344.
Washington and Lee University, 344.
Union Theological Seminary, 344.
Roanoke College, 344.
Randolph Macon College, 344.
Richmond College, 344.
Staunton Baptist Female Institute, 345.
Roanoke Female College, 345.
Loudoun Valley Academy, 345.
Old Dominion Business College, 345.
Deaf, Dumb, and Blind Institution, 345.
Dr. Socrates Maupin, obituary of, 345.
A. L. Coleman, obituary of, 346.
State Educational Association, 346.
Facts from United States census, 347.
School-officials, 348, 349.
Wales. (See Great Britain.)
Ward, Professor H. A., museum of, lvii.
Letter of, lviii.
Washington Territory:
Report of Hon. N. Rounds, territorial superintendent public instruction, 381.
School-statistics, 381.
Condition of educational interests, (text-books, compulsory legislation, teachers' institute,) 381.
Schools of Thurston County, 381.
Facts from United States census, 381.
West Virginia:
Report of Hon. C. S. Lewis, State superintendent, 350.

West Virginia—Continued.
School-fund, 350.
Financial statement, 350.
Attendance, 350.
Number of pupils studying various branches, 350.
Teachers, 351.
School-districts and school-houses, 351.
Summary of statistics, 351.
School-reports, 351.
Hopeful prospect, 351.
Peabody fund, 351.
School-law, 352.
Independent school-districts, 352.
District trustees, 352.
Text-books, 352.
State teachers' association, 352.
Normal schools, 352.
Wheeling:
School-property, 353.
Popularity of the public-school system, 353.
Institutions, notices of.
Marshall College Normal School, 353.
Fairmont State Normal School, 353.
West Liberty State Normal School, 353.
State University, 353.
State teachers' association, 353.
Facts from United States census, 354.
School-officials, 355.
Wickersham, Hon. J. P., xxxi.
Williams, George F., lxxix.
Wilson, J. O., xix.
Wing, Yung, lxx, lxxi.
Wisconsin:
Report of Hon. Samuel Fallows, State superintendent public instruction, 356.
Educational funds, 356.
Financial statement, 356.
Attendance, 356,
School-districts and schools, 356.
Wisconsin—Continued.
Teachers and teachers' pay, 357.
School-houses, 357.
Apportionment of school-fund income, 357.
Teachers' institutes, 357.
State teachers' association, 357.
State principals' association, 357.
State teachers' certificates, 358.
Children incapacitated for common-school instruction, (from defect of sight, hearing, intellect,) 358.
Compulsory education, 358.
County superintendency, 358.
Township system, 358.
Academies, 358.
Normal schools, 359.
Deaf and Dumb Institute, 359
Blind Institute, 359.
State University, 359.
Ripon College, 360.
Beloit College, 360.
Racine College, 360.
Nashotah Theological Seminary, 360
Female College, 360.
Galesville University, 361.
Northwestern University, 361.
Milwaukee Academy, 361.
Rochester Seminary, 361.
Saint Clara Academy, 361.
Academy of Sciences, Arts, and Letters, 361.
Industrial School, 361.
Milwaukee Orphan Asylum, 362.
State teachers' association, 362.
Facts from United States census, 362
School-officials, 363.
Wyoming:
Facts from United States census, 383.
Youth without home care:
Remarks on, lxiv.

FALVEY MEMORIAL LIBRARY
VILLANOVA UNIVERSITY

DATE DUE

DISCHARGED

VILLANOVA UNIVERSITY
L111.A3 *1872
3 9346 00027352 6

27352

L
111
.A3

L
111
.A3

27352

U.S. Bureau
of Education
Annual report
1872

U.S. Bureau of Education
Annual report, 1872

NATIONAL LIBRARY OF EDUCATION
3 6533 00245255